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ABSTRACT

The first segment of a two-part general report of a province-wide reading assessment program in British Columbia, this report describes and analyzes the reading test results of students in grades 8 and 12 in the domains of word meaning identification, comprehension of prose, applied reading, and study skills. The chapters of the report provide information on the background of the assessment program, define the domains and objectives of the study, and consider the test results for each domain for each of the grades tested. Interlevel results for grades 4, 8, and 12 and an analysis of test results as a function of student characteristics are included. Eight appendixes provide the following information: the contributors to the reading assessment; persons on the review panels; the schools that participated in the pilot study; the assessment timetable; the results of the reading assessment as interpreted by the panel; detailed item results and provincial results; a summary of recommendations; and the grade 8 and 12 test booklets used in the program. (MAI)

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BRITISH COLUMBIA

READING ASSESSMENT

1977

REPORT - 1:

TEST RESULTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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A report to

The Ministry of Education

Province of British Columbia

CS004520

B. C. READING ASSESSMENT

TEST RESULTS

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CHAPTER 1

INTRODUCTION

The need for a continuing assessment of the progress of education in British Columbia arises from the great demands which are now being made on education. To satisfy these demands, taxpayers are being asked to furnish far greater resources for the educational system than ever before, and much more is being requested. It is becoming increasingly clear that the resources required cannot be provided except by using the greatest care in their allocation and use.

For many years, legislators and educators have made decisions which have affected the course of education in the province and determined the expenditure of increasingly large sums of money. Until recently, the reason for changing educational policy or investing more money in the school system has been equated with lower drop-out figures, a greater variety of course offerings and other such indicators. The underlying assumption has been that the quality of education - what students actually learn - is somehow related to such factors.

The lack of information, on a province-wide basis, describing the nature and quality of what is being learned in the schools has become a major concern to many people within the educational system. In response to this general concern, the Ministry of Education established a Joint Committee on Evaluation in the fall of 1974 to advise on the development of a long-term assessment plan in British Columbia. About the same time, a team of researchers from the University of Victoria was retained by the Ministry to conduct a study of the English Language Arts. That study, Language: B.C., was subsequently launched as a survey of the status of the language arts and as a pilot for future assessment programs. Using Language: B.C., as a base for the present study, the B.C. Reading Assessment, Grades 8 and 12 project was initiated so that a more complete picture of achievement across grade levels might be obtained.

Purpose of Assessment

It has been recognized that for an assessment to be maximally effective, it is necessary that it be designed to assess the real needs in the province.

The information from the assessment will be used to provide the public and educators with a better understanding of the strengths and weaknesses of the public school system. It is intended that the information resulting from the B.C. Reading Assessment will be used in the development of curricula at both the provincial and local levels. The results should also indicate directions for teacher education and professional development. In addition, it is expected that educational research questions will be raised and priorities for resource allocation indicated. Since many assessment activities are being attempted for the first time, an additional purpose of the B.C. Reading Assessment is to contribute to the improvement of future assessments.

Components of the B.C. Reading Assessment

Instructional Goals

The first decision made in selecting goals upon which this assessment would be based was to limit the assessment to those areas which most informed educators would agree were among the essential reading concepts and skills at the two testing levels (Grade 8 and Grade 12). The second decision made in selecting the goals was to limit the testing objectives to those which could be reliably and validly measured by means of a paper and pencil instrument. Consequently, three areas or domains of cognitive behaviour, each subdivided into a number of objectives, comprised the basic framework for the Instructional Goals of the B.C. Reading Assessment. The list of instructional goals was examined by the project management committee composed of teachers, teacher educators, and a school trustee for the purpose of suggesting deletions and additions. A final version of the statement of desired goals in secondary reading then served as the basis of the student test.

Instructional Practices.

The teacher questionnaire asked for two types of information about teachers and their instructional programs in reading. These were: background information on training and experience, and goals and instructional practices of reading. The sample consisted of 1,409 teachers in the subject areas of English, Science and Social Studies at the junior and senior secondary levels.

In addition to information from the questionnaire also included were:

- (i) the results from the secondary questionnaires which were first reported in Language: B.C. (2): Instructional Practices. Relevant information from that report has been abstracted and re-presented here.
- (ii) Kinzer Study Information - Kinzer (1976) conducted a survey of secondary school reading programs in British Columbia. The findings of Kinzer's study complement this study and the major findings are presented in Instructional Practices 2, Chapter 5.

Performance Outcomes.

Two tests, one each at the Grades 8 and 12 levels, were constructed to measure the degree to which all students had mastered the learnings specified by the selected testing objectives.

The student tests received several pilot studies in schools in Victoria, Sooke, Prince George, Burnaby and Vancouver in the early autumn of 1976 and were thoroughly critiqued by four groups of teachers, teacher educators, and members of the public at various centres across the province. In an effort to assess the differences in student abilities between the end of elementary school and the end of secondary school with respect to certain word identification skills and application of study skills, two domains of the two tests were identical. On the Grades 8 and 12 tests, therefore, Domain 1: Word Identification and Domain 3: Applied Reading and Study Skills, the testing items are identical.

These tests were administered to all students in Grades 8 and 12 in March of 1977. The resulting performance was then examined by two interpretation panels.

These interpretation panels, one for each of the two student tests, were comprised of teachers, teacher educators, school trustees, and knowledgeable, interested members of the lay public.

Panelists were asked to take the test for their respective grades (8 or 12) and to consider for themselves, without seeing the results, what the student performance on each test item should have been. Both panels then convened in Vancouver in early June 1977 in order to interpret the test results. In an effort to obtain agreement among the panel members and yet give each panelist every opportunity to influence the final outcome, a four-stage procedure was followed. Each panelist first interpreted the results

individually, then they worked in pairs, in groups of five, and, finally, as a panel of fifteen.

Student performance on each test item was assigned a rating by the Panels. The five rating categories used were:

- a) Strength
- b) Very satisfactory
- c) Satisfactory
- d) Marginally satisfactory
- e) Weakness

Information gained from the deliberations of the Interpretation Panels was used by the authors of the assessment reports in commenting upon the results of the assessment. Although the procedure used does lack some of the air of precision attributed to strictly numerical comparisons, the wealth of experience which the members of the panels brought to bear upon their examination and interpretation of the results gives their ratings considerable credibility.

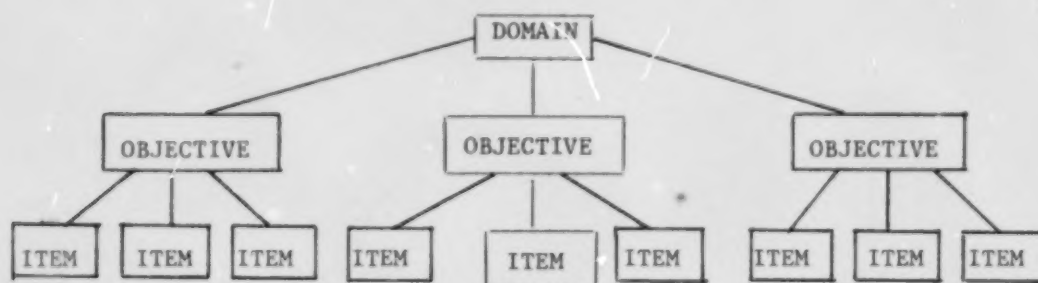
Organization of the Report

This report is organized into three chapters: Chapter 1, Introduction; Chapter 2, Definitions of Domains and Objectives; and Chapter 3, Results, Interpretations and Recommendations. Chapter 3 looks at each Domain and Objective in turn, discussing first the results for Grade 8 and then for Grade 12. The inter-level results for Grades 4, 8 and 12 are then presented and discussed. Finally, the results as a function of various student characteristics (age, sex, etc.) are discussed. At the end of each section recommendations are presented. The recommendations are summarized in Appendix G. The appendices also contain the test booklets and other information pertinent to the assessment.

CHAPTER 2

DEFINITIONS OF DOMAINS AND OBJECTIVES

The first task of the Contract Team was to identify the desired instructional outcomes in the secondary reading program for B.C. schools. The two major sources of information in this search were the responses of teachers to that part of the Language B.C. questionnaire dealing with secondary reading and statements in professional literature and curriculum guides from B.C. and other areas. The result of the survey conducted by the Team in cooperation with the Management Committee was a set of basic objectives for Grades 8 and 12. These objectives were common to both levels and were divided into three Domains or groups of skills. The diagram below illustrates the relationship between the Domains, Objectives, and Test Items.



A Domain is a general category used for grouping related objectives. The reading test used three Domains: Word Meaning Identification, Comprehension of Prose, and Applied Reading and Study Skills.

An Objective describes more specifically the student learning that should take place. The reading test used ten Objectives: three for Domain 1, two for Domain 2, and five for Domain 3 (see Figure 1 on the following page for a complete list of all objectives).

A test Item is the actual question to which students responded. Each item measured a specific objective.

TABLE 1

ORGANIZATION OF THE GRADES 8 and 12 READING TESTS

DOMAIN 1 WORD MEANING IDENTIFICATION	DOMAIN 2 COMPREHENSION OF PROSE	DOMAIN 3 APPLIED READING AND STUDY SKILLS
<u>Objective 1.1</u> The student should be able to use specific structural elements to help identify word meaning. (12 items)	<u>Objective 2.1</u> The student should be able to identify or remember elements in the material read. (10 items)	<u>Objective 3.1</u> The student should be able to follow directions in completing an application form. (5 items)
<u>Objective 1.2</u> The student should be able to identify the meaning of a word by using the meaning of surrounding words. (10 items)	<u>Objective 2.2</u> The student should be able to paraphrase, infer, relate, or generalize from elements in the material read. (10 items)	<u>Objective 3.2</u> The student should be able to find appropriate word meanings and information on word origins. (5 items)
<u>Objective 1.3</u> The student should be able to identify the meaning of a word by choosing the appropriate synonym. (24 items)		<u>Objective 3.3</u> The student should be able to identify integral information in classified advertisements. (5 items)
		<u>Objective 3.4</u> The student should be able to identify integral information in descriptive advertisements. (10 items)
		<u>Objective 3.5</u> The student should be able to comprehend journalistic prose. (5 items)

CHAPTER 3

RESULTS, INTERPRETATIONS AND RECOMMENDATIONSIntroduction

Description of the Tests. The Grade 8 text booklet contained 105 multiple choice questions, each with four plausible alternatives, plus a fifth "I don't know" response. The Grade 12 booklet contained 96 items in an identical format. The actual items and the item statistics may be seen in Appendices A and G. The items on the test were drawn from several sources with many of them being written by members of the Contract Team. Each item was selected on the basis of two important criteria: its appropriateness in relation to the Objective being assessed (i.e. curricular validity), and its "measurability" (i.e. reliability and relative difficulty) as determined by extensive pre-testing on samples of Grades 8 and 12 pupils. Item review panels, composed of teachers and lay persons, met to consider the selected items and offered useful comments on their appropriateness. Nine of the items on the Grade 8 test were taken directly from the Language: R.C. Grade/Year 4 test booklet to provide some basis for comparing the relative achievement of pupils at that level with those in Grade 8. Seventy-six of the Grade 8 items were also included in the Grade 12 booklet to permit the extensive comparison between these grades.

In addition, there were 11 questions which were designed to obtain relevant background information such as: date of birth, sex of pupil, reading habits, etc. These data are included in this report beginning on page 48 (Reporting Categories).

Pupils responded to all questions using HB (No. 2) pencils on specially-designed computer cards. A 20 minute period at the beginning of the test session was allowed for reading directions to pupils by the teacher/administrator, and for pupil responses to the background information questions. One hour and forty minutes was the maximum time permitted for completion of the test items. Hence, the total time for administration was two hours at a single sitting.

Description of Test Performance. In the presentation that follows, the test results are expressed in two ways. Where performance on individual test items is being discussed, the percentage of pupils that responded correctly to a given item is reported as the P-value. For example, a P-value of "65" indicates that 65% of all pupils responded correctly to the item.

On the other hand, where performance on either an Objective or a Domain is under consideration, the Mean Percent Correct (MPC), or average percentage of correct responses to the set of items measuring the Objective or Domain is given. Hence, for Objective 1 of Domain 1, 73% of all responses to the set of five items measuring the objective were correct. (See Table 2)

Collecting the Data

In March, 1977, test booklets were sent to each district to be administered to all Grade 8 and 12 students. Testing took place in one sitting, as per local arrangement. Both 8th and 12th Grade students were given two hours to complete the test which included the collection of background information. The test administration was supervised by classroom teachers.

At the same time the questionnaire data were obtained from a sample of teachers in three areas: English, Science and Social Studies at both junior and senior secondary levels.

41,678 eighth grade tests were returned, constituting 90% of the total 8th Grade population of the province. 24,204 12th Grade students returned tests, or 79% of the population. Subsequently, various analyses were done to determine whether the non-returns represented a threat of bias to the data. As a result of this analysis, both the 8th and 12th Grade data are believed to be representative of the total population of 8th and 12th Graders respectively.

A total of 1,409 teachers returned completed questionnaires, or 83% of those to whom they were sent. This number is considered adequate for the purpose of the present survey.

Non-Response and Frivolous Response Data. For 1975-76, the most recent year for which such figures are available, the absenteeism rate for senior secondary schools in the province was calculated to be approximately 10%. In spite of the fact that many observers believe this figure to be a conservative estimate of the true rate of absenteeism, the facts remain that a sizable proportion of Grade 12

students were not present for the test and that the proportion of non-respondents exceeds the normal absenteeism rate.

The National Assessment of Education Progress (NAEP) program in the U.S.A. has encountered similar difficulties of non-participation. In their first analysis, they assumed that the non-response group was similar in composition to the whole population and that those individuals' failure to participate would not affect the overall item results in any way. Subsequent studies have shown that the non-response group is not exactly similar in composition to the response group and that failure to take the non-response group into account in interpreting the assessment data could result in artificially high success rates being reported on items and objectives. NAEP has stated that the extent of this inflation is almost certainly not great enough to affect decision-making. For example, a success rate of 67% achieved by those responding to the test might represent a true success rate of 64% for the entire population.

The non-response problem was also studied for its impact upon the B.C. Mathematics and Reading Assessments. As part of the background information questionnaire on both instruments, students were asked to supply their date of birth, sex, number of schools attended, and school code number. On this basis, 63% of the completed mathematics tests at the grade/year 12 level were uniquely matched with completed reading tests.

The results obtained on the reading test by those students who had completed both the reading and the mathematics tests was compared to those obtained by students who completed only the reading test. This examination showed that the latter group, when eliminated from the analysis, altered the success rate by an average of less than one percent on an item. If we assume that the group who did not write the reading test is similar to the group who wrote only the reading test (and not the mathematics test), then this information tells us that the assessment results have not been unduly affected by the failure of the non-response group to complete the B.C. Reading Assessment instrument.

Another matter which was a cause of some concern at this level was that of students responding frivolously on the test. It was felt by some that since individual students were not to be identified and since individual

student scores were not to be reported, some students would select answers at random, guess, or in some other way respond frivolously to the items on the test. Two measures were undertaken in an effort to gauge the extent of such behaviour on the part of students taking the test.

Each of the completed mark-sense cards was hand checked for completeness and for obvious patterns of frivolous response, such as the constant use of a single response category or the repetition of a series of responses: ABC ABC ABC.... Thirty-two such instances (0.1% of the total) were found. Secondly, a computer analysis was undertaken to identify those students who had, in all likelihood, responded by guessing or by selecting answers at random. Since each item had five foils, all those students who had fewer than 20% of the items correct were deemed to have responded frivolously. In all, few such cases were found.

In summary, the best data available at this time lead to the conclusion that, despite the fact that a sizable proportion of the Grade 12 population failed to take the B.C. Reading Assessment test, the overall results obtained are an accurate representation of the total population. Moreover, analysis of individual student response patterns has failed to turn up any evidence of widespread lack of due care and attention in completing the test.

DOMAIN 1 - WORD MEANING IDENTIFICATION

Domain 1 is comprised of three objectives:

1. Structural Analysis: Use specific structural elements to help identify word meaning.
2. Semantics (Context Clues): Identify the meaning of a word by using the meaning of surrounding words.
3. Semantics (Synonymy): Identify the meaning of a word by choosing the appropriate synonym.

This Domain was assessed through the use of questions based on three separate tests of word meaning identification. Two tests utilized context while the third did not.

EXAMPLE 1: After the daughters had done well in the Olympics in Montreal, there was much (1) + (2) in the family.

- | | |
|-----------------|-----------------|
| 1. A) proper | 2. A) -ly |
| B) satisfy | B) -able |
| * C) happy | C) -ment |
| D) play | * D) -ness |
| E) I don't know | E) I don't know |

EXAMPLE 2: I battled with my foe.

- foe means:
- A) friend
 - * B) enemy
 - C) neighbour
 - D) alien
 - E) I don't know

EXAMPLE 3: JOURNEY

- A) direction
- B) vessel
- * C) trip
- D) arrive
- E) I don't know

TABLE 2
GRADE 8 READING ASSESSMENT

12.

DOMAIN 1: WORD MEANING IDENTIFICATION

OBJECTIVE 1: STRUCTURAL ANALYSIS

N = 41,678

Use specific structural elements to help identify word meanings.

<u>Item No.</u>	<u>P-value</u>	<u>Interpretation</u>
6	90	Very Satisfactory
7 *		
8	26	Weak
9		
10		
11	69	Satisfactory
12		
13		
14	86	Very Satisfactory
15		
16	92	Very Satisfactory
17		
Mean Percent Correct	73	

Discussion

Apart from two of the item combinations, the questions were answered correctly by more than 85% of the Grade 8 students who wrote the test. The Interpretation Panel felt that the overall performance on Structural Analysis was only satisfactory, despite the high percentage of students correctly answering some of the questions. It was felt by the Panel that an even higher standard should be expected.

The extremely low performance on Items 8, 9, 10 was largely due to the students' selection of "un" as a prefix for "satisfied" whereas the correct response was "dis". These prefixes, "un" and "dis", are closely related in meaning and it may have been this association that severely reduced the students' performance.

Students appear to be adequately competent in their ability to use word elements in selecting appropriate word meanings. They appear to have some difficulty in distinguishing among affixes having similar meanings. These difficulties are probably associated with usage problems.

* For the purposes of establishing P-values and interpretation of performance items for this objective were clustered together. The clustering is reflected in the spacing of the item numbers in the Item No. column.

TABLE 3

GRADE 12 READING ASSESSMENT

13.

DOMAIN 1: WORD MEANING IDENTIFICATION

OBJECTIVE 1: STRUCTURAL ANALYSIS

N = 24,204

Use specific structural elements to help identify word meanings.

<u>Item No.</u>	<u>P-value</u>	<u>Interpretation</u>
6	97	Satisfactory
7		
8	78	Satisfactory
9		
10		
11	93	Satisfactory
12		
13		
14	96	Very Satisfactory
15		
16	98	Very Satisfactory
17		
Mean Percent Correct	91	

Discussion

Apart from one of the item combinations, the questions were answered correctly by at least 93% of all Grade 12 students who wrote the test. The overall rating given by the Interpretation Panel for this Domain was "Satisfactory" to "Very Satisfactory". The single item on which students performed least well involved the choosing of "dis" as the prefix for "satisfied". Twenty-two percent of the students chose the prefix "un" instead. It is perhaps the close association between "dis" and "un" that prompted some students to make incorrect choices.

The Panel questioned the suitability of having students assemble a word from its parts and thought this portion of the test artificial. Instead, they would have preferred to have complete lists of word parts from which the student could assemble a word. This method, as well as others, however, had already been piloted and was found to be unsatisfactory in terms of the length of time it took for students to construct a word. The method employed in the test was one that eliminated confusion regarding what the student was to do and one that would not take an inordinate length of time to complete.

From the high P-values, it would appear that the students' performance in this Objective could be considered to be very satisfactory, if not strong.

TABLE 4
GRADE 8 READING ASSESSMENT

DOMAIN 1: WORD MEANING IDENTIFICATION

OBJECTIVE 2: SEMANTICS (CONTEXT CLUES)

N = 41,678

Identify the meaning of a word by using the meaning of surrounding words.

<u>Item No.</u>	<u>P-value</u>	<u>Interpretation</u>
57	76	Satisfactory
58	71	Very Satisfactory
59	76	Satisfactory
60	83	Very Satisfactory
61	90	Very Satisfactory
62	15	Weakness - Poor Performance
63	70	Satisfactory
64	76	Very Satisfactory
65	48	Marginally Satisfactory
66	38	Satisfactory
Mean Percent Correct	64	

Discussion

Although Grade 8 student performance on two of the ten items in this section was rated "Weakness" or "Marginally Satisfactory" by the Interpretation Panel, results were generally considered to be satisfactory. Item 62, to which only 15% of students responded correctly, was probably contaminated by the relative difficulty of the synonym choices.

EXAMPLE (Item 62):...Jane thought she saw a ship but I could perceive nothing.

- perceive means: A) discern *
- B) prevail
- C) predict
- D) contact
- E) I don't know

However, with a Mean Percent Correct of 64, overall performance was judged to be from "Satisfactory" to "Very Satisfactory", indicating that students are able to use this skill to an acceptable degree.

TABLE 5
GRADE 12 READING ASSESSMENT

DOMAIN 1: WORD MEANING IDENTIFICATION

OBJECTIVE 2: SEMANTICS (CONTEXT CLUES)

N = 24,204

Identify the meaning of a word by using the meaning of surrounding words.

<u>Item No.</u>	<u>P-value</u>	<u>Interpretation</u>
57	90	Satisfactory
58	94	Very Satisfactory
59	92	Very Satisfactory
60	95	Very Satisfactory
61	97	Satisfactory
62	42	Marginally Satisfactory
63	81	Satisfactory
64	95	Very Satisfactory
65	74	Marginally Satisfactory
66	62	Marginally Satisfactory
Mean Percent Correct	82	

Discussion

Performance of Grade 12 students was considered "Satisfactory" overall, with a Mean Percent Correct of 82. Since only one item was answered incorrectly by more than 50% of the students, the skill appears to have been mastered successfully by the large majority of those writing the test. The Interpretation Panel judged this technique of assessing skills in Domain 1 as valid. Students of the senior secondary level appear to be very capable of using contextual information to derive meanings of words. This skill therefore appears to increase with maturity and experience.

TABLE 6
 GRADE 8 READING ASSESSMENT
 DOMAIN 2: WORD MEANING IDENTIFICATION
 OBJECTIVE 3: SEMANTICS (SYNONYMY)
 N = 41,678

Identify the meaning of a word by choosing the appropriate synonym.

<u>Item No.</u>	<u>P-value</u>	<u>Interpretation</u>
28	70	Very Satisfactory
29	49	Marginally Satisfactory
30	74	Satisfactory
31	68	Very Satisfactory
32	39	Marginally Satisfactory
33	39	Marginally Satisfactory
34	40	Marginally Satisfactory
35	37	Satisfactory
36	54	Marginally Satisfactory
37	55	Satisfactory
38	37	Marginally Satisfactory
39	46	Satisfactory
40	69	Very Satisfactory
41	32	Marginally Satisfactory
42	50	Marginally Satisfactory
43	53	Satisfactory
44	42	Marginally Satisfactory
45	37	Marginally Satisfactory
46	40	Marginally Satisfactory
47	17	Marginally Satisfactory
48	76	Very Satisfactory
49	64	Satisfactory
50	48	Marginally Satisfactory
51	49	Marginally Satisfactory
Mean Percent Correct	49	

Discussion

Student performance on more than half the items was rated marginally satisfactory by the Interpretation Panel, a conclusion reached because of the difficulty of matching synonyms in isolation rather than in context. However, since words used in this section were selected from a list of high frequency words taken from provincial texts in the secondary content areas such as Science and Social Studies in Grades 8 and 10, they would therefore appear to be appropriate for many Grade 8 students. Moreover, vocabulary subsections of standardized reading tests using the synonym format generally correlate highly with overall scores, indicating that such a measure of word meaning is a valid assessment of reading ability.

This analysis led the Interpretation Panel to recommend strongly that developmental reading programs be conducted province-wide throughout the junior secondary grades. They also pointed out that content teachers should share the responsibility for teaching reading.

TABLE 7
 GRADE 12 READING ASSESSMENT
 DOMAIN 1: WORD MEANING IDENTIFICATION
 OBJECTIVE 3: SEMANTICS (SYNONYMY)
 N = 24,204

Identify the meaning of a word by choosing the appropriate synonym.

<u>Item No.</u>	<u>P-value</u>	<u>Interpretation</u>
28	90	Very Satisfactory
29	75	Marginally Satisfactory
30	92	Satisfactory
31	82	Very Satisfactory
32	72	Marginally Satisfactory
33	77	Satisfactory
34	83	Satisfactory
35	64	Marginally Satisfactory
36	88	Satisfactory
37	72	Marginally Satisfactory
38	72	Marginally Satisfactory
39	78	Satisfactory
40	94	Strength
41	66	Marginally Satisfactory
42	90	Satisfactory
43	73	Marginally Satisfactory
44	85	Satisfactory
45	66	Weakness - Poor Performance
46	78	Marginally Satisfactory
47	56	Weakness - Poor Performance
48	93	Satisfactory
49	92	Satisfactory
50	83	Marginally Satisfactory
51	87	Marginally Satisfactory
Mean Percent Correct	80	

Discussion

The Interpretation Panel commented, in rating Grade 12 student performance as less than satisfactory on half the items, that word meaning does not accurately assess reading performance. They felt words in context would be more meaningful, and that more weight (a greater number of items) should have been given to Objective 2 as opposed to Objective 3. However, it is interesting that the Mean Percent Correct is 80 (as opposed to 49 for the Grade 8 population), implying that progress is made between the beginning and end of secondary school. Moreover, a single test used to discriminate between diverse grade groups will usually pose more difficulty for the lower level group than for the upper. The present assessment used three different subtests for word meaning in order to more fully sample the complex skill of vocabulary development.

DOMAIN 1 DISCUSSION

Three different subtests were used to sample students' skills for identifying word meaning. Grade 8 students' performance on the first subtest, structural analysis, was found to be "Satisfactory" to "Very Satisfactory", whereas performance on the two semantic subtests, rated "Marginally Satisfactory" to "Satisfactory", could be improved. Performance by Grade 12 students was better in this Domain than that by Grade 8 students. The Grade 12 students demonstrated a satisfactory skill level in structural analysis and in identifying meaning of words from their context. As with Grade 8 students, Grade 12 students found greatest difficulty in identifying word meanings by choosing synonyms. The Mean Percent Correct for Grade 12 students was 80, a much greater skill level than that which the Grade 8's exhibited.

Recommendations:

1. Based on the data in Table 2, teachers in the junior secondary grades should receive more specific guidance in the scope of a curriculum for word attack skills.
2. Based on the data in Table 2, developmental reading programs should be conducted province-wide throughout junior secondary grades to enhance specific word attack skills.
3. Based on the data in Table 6, content teachers should share the responsibility for teaching specific vocabulary in their reading areas, e.g. technical vocabulary.

GRADE 8
DOMAIN 2 - COMPREHENSION OF PROSE

Domain 2 is made up of two Objectives:

Literal Comprehension: Identify or remember elements in the material read.

Interpretive Comprehension: Paraphrase, infer, relate or generalize from elements in the material read.

This Domain was assessed through the use of twenty questions based on two passages. One passage was expository while the other was a narrative. Both passages were by Canadian authors although the expository passage dealt with Australia. Both passages had a readability level of approximately Grade 8. Readability was established by means of the Fry Readability Formula. The expository passage was taken from a prescribed supplementary Social Studies text.

TABLE 8
GRADE 8 READING ASSESSMENT
DOMAIN 2: COMPREHENSION
OBJECTIVE 1: LITERAL COMPREHENSION
N = 41,678

Identify or remember elements in the material read

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
18	79	Satisfactory
20	72	Very Satisfactory
21	52	Satisfactory
22	64	Satisfactory
23	46	Marginally Satisfactory
67	63	Marginally Satisfactory
68	39	Marginally Satisfactory
69	73	Satisfactory
70	65	Marginally Satisfactory
71	84	Very Satisfactory
Mean Percent Correct	64	

Discussion: Objective 1

Apart from two items, all the questions dealing with literal comprehension were answered correctly by more than half of the Grade 8 students writing the test. The Interpretation Panel indicated that overall performance on literal comprehension was satisfactory. The four items rated as "Marginally Satisfactory" demanded direct recall. The relatively low performance on these items suggests that students be given more assistance in developing scanning skills. Performance, especially in this area, should have been higher. The term "flashback" was used in Item 68 and it may have been the use of this technical term that reduced the performance level on this question.

The Interpretation Panel were also of the opinion that the students did better on the narrative passage than on the expository passage. (Compare items 67, 68, 69, 70, 71 with items 18, 20, 21, 22, 23). They suggested that this difference may be due to too much emphasis on reading narrative rather than expository materials in elementary school. However, the differences could be due to one or more of several other variables. The expository passage contained a larger number of complex ideas and was probably less interesting to many of the students.* It would appear that students at both elementary and secondary levels would benefit from guidance in reading expository materials.

* The panel felt that the expository passage was "boring". It should be noted, however, that such a passage is typical of expository writing commonly used as instructional material at the secondary grade levels.

TABLE 9
 GRADE 8 READING ASSESSMENT
 DOMAIN 2: COMPREHENSION OF PROSE
 OBJECTIVE 2: INTERPRETIVE COMPREHENSION
 N = 41,678

Paraphrase, infer, relate, or generalize from elements in the material read.

<u>Item No.</u>	<u>P-Value</u>	<u>Performance rating</u>
19	86	Very Satisfactory
24	48	Marginally Satisfactory
25	45	Satisfactory
26	56	Marginally Satisfactory
27	73	Very Satisfactory
72	66	Satisfactory
73	58	Satisfactory
74	35	Satisfactory
75	52	Marginally Satisfactory
76	41	Satisfactory
Mean Percent Correct	56	

Discussion: Objective 2

Of the ten items used to assess this Objective the performance level was interpreted as "Very Satisfactory" on two, "Satisfactory" on five, and "Marginally Satisfactory" on three.

Overall the Interpretation Panel felt the students' performance to be satisfactory, although they felt a higher level to be desirable. Two of the three items rated only "Marginally Satisfactory" related to map reading which suggests that students need more guidance in integrating information presented in maps, charts and graphs, etc. with that presented in the text. The third item rated "Marginally Satisfactory" dealt with the "main idea" of a narrative. The Interpretation Panel commented on the unusual use of the term "main idea" as applied to a narrative. The term "theme" had originally been proposed

for this item but was replaced by "main idea" from a suggestion of the teacher consultants. However, the foils used in this item are clearly inappropriate regardless of the term used in the stem. It is felt that anyone who had a clear grasp of the central message of the story on which this item was based would make the correct selection. Consequently it is recommended that students be given more guidance in the identification of theme or main idea.

The panel gave a "Satisfactory" rating to Item 25 to which only 45% of the students writing the test responded correctly. Item 25 asked that the students decide the main purpose of the article from which the question was developed. One must question the appropriateness of the "Satisfactory" rating for this item. It was brought out in the panel discussions that Grade 8 students should be able to discern the purpose of a piece of writing but based on the present datum 55% of Grade 8 students are unable to do so. It would appear that more guidance should be given in helping students develop the ability to execute the important reading strategy.

DOMAIN 2 DISCUSSION

The overall performance by Grade 8 students in Domain 2 was rated as "Satisfactory" by the Reading Interpretation Panel. It was noted, however, by the panel that "Satisfactory" does not indicate that all students are working to capacity. Because there are two ratings above "Satisfactory", considerable area for improvement in this domain is indicated, especially in the reading of expository material.

Recommendations:

1. Based on the data in Tables 8 & 9, students in the intermediate and junior secondary grades should be given more guidance in scanning.
2. Based on the data in Table 9, Items 24 and 26, students should be given more guidance in developing the ability to integrate information presented in graphic form with information presented in written text.
3. Based on the data in Table 9, Items 25 and 75, it is recommended that students be given more guidance in identifying the overall intent, theme or main idea of a given piece of writing.

GRADE 12

DOMAIN 2: COMPREHENSION OF PROSE

Domain 2 contained two Objectives:

Objective 1 - Literal Comprehension: Identify or remember elements in the material read; and

Objective 2 - Paraphrase infer, relate, or generalize from elements in the material read. The Domain was assessed through the use of two passages, one expository and the other narrative. Ten questions were asked about each passage.

TABLE 10

READING PERFORMANCE AND INTERPRETIVE RATINGS FOR GRADE 12 STUDENTS

DOMAIN 2: COMPREHENSION OF PROSE

OBJECTIVE 1: LITERAL COMPREHENSION

N = 24,204

Identify or remember elements in the material read.

<u>Item No.</u>	<u>P-Value</u>	<u>Performance Rating</u>
18	70	Satisfactory
19	93	Very Satisfactory
20	79	Satisfactory
26	74	Satisfactory
27	53	Marginally Satisfactory
67	50	Marginally Satisfactory
68	63	Satisfactory
69	88	Satisfactory
70	81	Satisfactory
71	84	Marginally Satisfactory
Mean Percent Correct	73	

DISCUSSION: Objective 1

Performance on one of the items used to measure literal comprehension was rated by the Interpretation Panel as "Very Satisfactory", performance on six was rated as "Satisfactory" and on three as "Marginally Satisfactory".

The Interpretation Panel commented that, in their judgement, the essay, short story and questions developed from these two passages represented the most challenging but direct and valid assessment of reading ability. They judged the overall performance to be "Satisfactory".

TABLE 11

READING PERFORMANCE AND INTERPRETIVE RATINGS FOR GRADE 12 STUDENTS

DOMAIN 2: COMPREHENSION OF PROSE

OBJECTIVE 2: INTERPRETIVE COMPREHENSION

N = 24,204

Paraphrase, infer, relate or generalize from elements in the material read.

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
21	69	Very Satisfactory
22	55	Satisfactory
23	81	Very Satisfactory
24	34	Weakness
25	59	Marginally Satisfactory
72	61	Marginally Satisfactory
73	79	Satisfactory
74	87	Very Satisfactory
75	63	Satisfactory
76	66	Satisfactory
Mean Percent Correct	66	

DISCUSSION: Objective 2

Performance on two of the ten items used to assess this Objective was rated as "Very Satisfactory", four were rated as "Satisfactory", two as "Marginally Satisfactory" and one as an area of "Weakness".

The Interpretation Panel judged the overall performance on this Objective as satisfactory. There appears to be somewhat more variability of performance in Interpretive Comprehension than in Literal Comprehension. The three items rated as "Very Satisfactory" (21, 23, 74) deal with ideas that relate to each other within the passage while the items dealing with main ideas (e.g. 24, 25) are identified as areas of "Weakness" or as being only "Marginally Satisfactory".

The panel commented on the high quality of Item 25 which dealt with the main idea of the passage, but expressed disappointment with the performance on this item which they rated as only "Marginally Satisfactory". Item 24 was felt to be unnecessarily difficult and the panel felt that the low performance on this item was due to the wording of the question.

DISCUSSION: Domain 2

Performance in this Domain is generally satisfactory. However, the students' performance on the expository passages was not as good as on the narrative passages. This imbalance may be due to the relative neglect* of guidance in reading expository material in the senior grades.

The test was not designed to assess performance in sub-skills but there are recurring suggestions from various parts of the assessment that students have difficulty identifying the main idea or intent of a passage. There is not enough data in the present assessment to make such an assertion with complete confidence but it is an area that might be worthy of further investigation.

* It is apparent from the teachers' response to the instructional practices, questionnaire reported in Instructional Practices, 2, Table 4-4, pages 51-52 that the bulk of the time in English classes at the secondary level is given over to literature and composition. The type of literature most frequently presented was narrative fiction.

TABLE 12
 GRADE 12 READING ASSESSMENT
 READING PERFORMANCE AND INTERPRETIVE RATINGS FOR
 GRADE 12 STUDENTS ON EXPOSITORY AND NARRATIVE PASSAGES

DOMAIN 2
 N = 24,204

EXPOSITORY		
<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
18	70	Satisfactory
19	93	Very Satisfactory
20	79	Satisfactory
21	69	Very Satisfactory
22	55	Satisfactory
23	81	Very Satisfactory
24	34	Weakness
25	59	Marginally Satisfactory
26	74	Satisfactory
27	53	Marginally Satisfactory
Mean Percent Correct	67	
NARRATIVE		
<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
67	50	Marginally Satisfactory
68	63	Satisfactory
69	88	Satisfactory
70	81	Satisfactory
71	84	Marginally Satisfactory
72	61	Marginally Satisfactory
73	79	Satisfactory
74	87	Very Satisfactory
75	63	Satisfactory
76	66	Satisfactory
Mean Percent Correct	72	

DISCUSSION: Expository vs. Narrative Passages

The data in Table 12 have been rearranged from the data in Tables 10 and 11 so that a comparison of the performance on narrative and expository passages may be made more readily. The mean performance on the expository passage is 67% while on the narrative passage it is 72%.

Recommendations:

1. Based on the data in Table 12, it is recommended that secondary students be given increased guidance in reading expository materials.

GRADE 8 - APPLICATION
DOMAIN 3 - APPLIED READING AND STUDY SKILLS

Domain 3 is comprised of five objectives;

1. Application Forms: Follow directions in completing an application form
2. Dictionary: Find appropriate word meanings and information on word origins.
3. Advertisements: Identify integral information in classified advertisements
4. Advertisements: Identify integral information in descriptive advertisements
5. Newspapers and Periodicals: Comprehend journalistic prose

This Domain was assessed through the use of thirty items based on five separate tests, each covering one Objective.

TABLE 13
DOMAIN 3: APPLIED READING AND STUDY SKILLS
OBJECTIVE 1: APPLICATION FORMS

N = 41,678

Follow directions in completing an application form.		
<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
1	78	Very Satisfactory
2	75	Satisfactory
3	69	Satisfactory
4	43	Marginally Satisfactory
5	84	Very Satisfactory
Mean Percent Correct	70	

Discussion

On three items, students performed quite well, at least 75% of students correctly answered these items. The Reading Interpretation Panel felt that overall performance in this Objective was satisfactory and that careful reading was needed in this test in order for a student to perform well. It was suggested by the Panel that an employment application form was not appropriate for Grade 8 and that perhaps a course form or registration form could have been used instead. The item students answered most poorly was Item 4 which asked for their birthdate in a particular order. Many students gave the usual response for such a question and did not, apparently, recognize that a different order was specifically asked for. It might be noted that the order requested is that of the numeric dating system, one which is becoming more commonly used with the modernized metric system known as the International System of Units (SI).

TABLE 14

GRADE 8 READING ASSESSMENT
 DOMAIN 3: APPLIED READING AND STUDY SKILLS
 OBJECTIVE 2: DICTIONARY

N = 41,678

Find appropriate word meanings and information on word origins

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
52	79	Satisfactory
53	73	Satisfactory
54	80	Very Satisfactory
55	45	Marginally Satisfactory
56	34	Satisfactory
Mean Percent Correct	63	

Discussion

On three out of the five items, at least 73% of the students writing the test correctly responded to the questions of this sub-test. The fact that Items 55 and 56 included knowledge of parts of speech (noun vs. verb) in order to answer the item correctly may account for the reduced level of performance.

The overall performance on this Objective was deemed satisfactory by the Panel but it was noted that this skill area should have rated a strength. Students should have shown a greater efficiency than the results indicated since dictionary skills were rated "Important" or "Essential" by 36% and 47% respectively, of teachers who responded to the questionnaire. It should be noted that inclusion of this item was based on the relatively poor performance by Grade/Year 4 students in the Language: B.C. assessment.

Recommendations

1. Based on the data in Table 14 and on the comments of the Interpretation Panel, it is recommended that students in junior secondary schools be given increased guidance in the use of the dictionary.

TABLE 15
 GRADE 8 READING ASSESSMENT
 DOMAIN 3: APPLIED READING AND STUDY SKILLS
 OBJECTIVE 3: ADVERTISEMENTS
 N = 41,678

Identify integral information in classified advertisements.

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
77	88	Very Satisfactory
78	81	Very Satisfactory
79	79	Very Satisfactory
80	69	Satisfactory
81	44	Marginally Satisfactory
Mean Percent Correct	72	

Discussion

On three of the five items, at least 79% of all students writing the test responded correctly to the items. Four of the five items required skimming techniques and the overall performance was deemed satisfactory by the Reading Interpretation Panel. The Panel felt that, although students did well, their good performance was due to the test items being very structured and straight forward. Item 81 was poorly answered but the Panel felt it involved general knowledge rather than reading ability. It might be noted, however, that one's understanding of what is read is always augmented by the knowledge one brings to the reading passage.

TABLE 16
 GRADE 8 READING ASSESSMENT
 DOMAIN 3: APPLIED READING AND STUDY SKILLS
 OBJECTIVE 4: ADVERTISEMENTS
 N = 41,678

Identify integral information in descriptive advertisements		
<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
87	54	Marginally Satisfactory
88	68	Satisfactory
89	14	Marginally Satisfactory
90	57	Satisfactory
91	67	Satisfactory
92	57	Marginally Satisfactory
93	53	Marginally Satisfactory
94	37	Weak
95	38	Satisfactory
96	31	Marginally Satisfactory
Mean Percent Correct	48	

Discussion

Of the ten items used to assess this Objective, student performance on one was rated as "Weak" and only "Marginally Satisfactory" on five. On only four items was student performance rated as "Satisfactory". The categories for "Very Satisfactory" and "Strength" were not used at all. The Interpretation Panel expressed their concern over the fact that only 54% of the students could identify what it was they were being asked to buy (Item 87). Student performance on Item 89 reinforces the conclusion that Grade 8 students are unable to differentiate between factual and suggestive statements. It is clearly evident that our students require a good deal more guidance in reading persuasive advertising.

TABLE 17
GRADE 8 READING ASSESSMENT

DOMAIN 3: APPLIED READING AND STUDY SKILLS

OBJECTIVE 5: NEWSPAPERS AND PERIODICALS

N = 41,678

Comprehend Journalistic Prose		
<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
82	54	Marginally Satisfactory
83	66	Marginally Satisfactory
84	56	Marginally Satisfactory
85	65	Satisfactory
86	63	Marginally Satisfactory
Mean Percent Correct	61	

Discussion

Students as a whole did not perform as well as expected on these five items. Items 82 and 83 were particularly disappointing as they involved simple scanning techniques or direct recall. Not more than 66% of students correctly responded to even the simplest item. The Interpretation Panel thought the overall performance of students only "Marginally Satisfactory" on this objective since much more is demanded and expected of students during their regular classes in school.

There appears to be a need for instruction and more practice in interpreting journalistic prose as the panel felt students seemed unfamiliar with this type of reading material. This need for increased guidance is given greater emphasis by the finding reported in Figure 13A, page 81, that almost half the Grade 8 population report that they read the newspaper at least three or four times a week or even more frequently.

DOMAIN 3 DISCUSSION

The overall performance by students in this Domain seems to be only marginally satisfactory, with performances in the first four Objectives being better than that in the fifth. The Interpretation Panel cautions that the reason that students did well on some items was that they were relatively unchallenging and that, in fact, students should have performed even better on these items!

It appears that students were expected to do better than they did, specifically in Objectives 2, 4 and 5: using the dictionary, descriptive advertisements and journalistic prose.

Recommendations:

1. Based on the data in Table 13, it is recommended that students be further instructed in reading carefully and in following directions.
2. Based on the data in Table 14, it is recommended that students be given practice in using the dictionary efficiently and effectively. The student should also be able to discriminate between meanings of words, depending on their usage in a sentence (e.g. part of speech).
3. Based on the data in Table 15, it is recommended that students be given guidance in skimming techniques to insure they are obtaining correct information.
4. Based on the data in Table 16, it is recommended that students be given more guidance in developing the ability to read advertisements and other types of promotional materials critically.
5. Based on the data in Table 17, it is recommended that students be given instruction and practice in reading journalistic prose on an interpretive or critical level, and not merely on a literal level. It is also recommended that students be given further practice in scanning techniques.

GRADE 12

DOMAIN 3: APPLIED READING AND STUDY SKILLS

Domain 3 is comprised of five Objectives:

Objective 1 - Application Forms: Follow directions in completing an application form.

Objective 2 - Dictionary: Find appropriate word meanings and information on word origins.

Objective 3 - Advertisements: Identify integral information in classified advertisements.

Objective 4 - Advertisements: Identify integral information in descriptive advertisements.

Objective 5 - Newspapers and Periodicals: Comprehend journalistic prose.

This Domain was evaluated through the use of thirty-one items.

Five items were used to evaluate each Objective except Objective 4, where ten items were used.

TABLE 18

READING PERFORMANCE AND INTERPRETIVE RATINGS FOR GRADE 12 STUDENTS

DOMAIN 3: APPLIED READING AND STUDY SKILLS

OBJECTIVE 1: APPLICATION FORM

N = 24,204

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
1	93	Satisfactory
2	83	Marginally Satisfactory
3	88	Marginally Satisfactory
4	46	Weak
5	96	Satisfactory
Mean Percent Correct	81	

Discussion

Of the five items that were used to evaluate this Objective, the Interpretation Panel rated student performance as "Satisfactory" on only two items. The remaining three items had ratings of student performance as "Marginally Satisfactory" and "Weak". Overall, the panel declared that student performance on this Objective was only "Marginally Satisfactory" and that more classroom instruction was needed in such areas.

The Panel felt that Item 4, which had a performance rating of "Weak", may have been misleading in that it required the student to place the details of his/her birthdate in an unusual manner. Perhaps more careful reading of directions by the students would have raised their performance level.

TABLE 19
READING PERFORMANCE AND INTERPRETIVE RATINGS FOR GRADE 12 STUDENTS

DOMAIN 3: APPLIED READING AND STUDY SKILLS

OBJECTIVE 2: DICTIONARY

N = 24,204

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
52	93	Satisfactory
53	87	Satisfactory
54	93	Satisfactory
55	65	Marginally Satisfactory
56	45	Marginally Satisfactory
Mean Percent Correct	77	

Discussion

Of the five items used to assess this Objective, three items had student performance ratings of "Satisfactory". The remaining two student performance levels were declared only "Marginally Satisfactory". Overall, the Interpretation Panel rated student performance as "Satisfactory", but felt that improvement was needed.

The Panel felt that Item 56 needed too fine a discrimination in order for the student to respond correctly to the question:

56. "If you can sing bass, you can join the chorus,"

In this sentence bass means the same as in:

- A) 13 (singer with such a voice)
- * B) 14 (lowest part in music)
- C) 15 (instrument for such a part)
- D) j (any of various spiny-finned North American fishes used for food...)
- E) I don't know

They felt that "bass" was too technical a term and that the reading skill might have been obscured. It is to be noted, however, that students very often must deal with technical vocabulary and, especially at the Grade 12 level, they should know how to use a dictionary in this regard. Also, the Panel declared that a student would have to know parts of speech to do well in this Objective, and that a very complex skill was being evaluated/assessed.

TABLE 20
 READING PERFORMANCE AND INTERPRETIVE RATINGS FOR GRADE 12 STUDENTS
 DOMAIN 3: APPLIED READING AND STUDY SKILLS
 OBJECTIVE 3: CLASSIFIED ADVERTISEMENTS
 N = 24,204

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
77	96	Strength
78	95	Very Satisfactory
79	92	Satisfactory
80	90	Satisfactory
81	76	Satisfactory
Mean Percent Correct	90	

Discussion

All five items which were used to assess this Objective had students performance levels rated "Satisfactory" and above. One item had a performance level rating of "Strength" and another of "Very Satisfactory". Overall, the Interpretation Panel rated student performance in this Objective as "Very Satisfactory". However, they did feel that this section was easy for the students and that perhaps more distractors could have been added to make the items more realistic. The Interpretation Panel believed that these results reflected very satisfactory skills in skimming and scanning which enabled the students to do so well in this section.

TABLE 21
READING PERFORMANCE AND INTERPRETIVE RATINGS FOR GRADE 12 STUDENTS

DOMAIN 3: APPLIED READING AND STUDY SKILLS

OBJECTIVE 4: DESCRIPTIVE ADVERTISEMENTS

N = 24,204

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
87	82	Satisfactory
88	91	Satisfactory
89	31	Weakness
90	86	Satisfactory
91	90	Satisfactory
92	82	Satisfactory
93	80	Satisfactory
94	73	Weakness
95	73	Satisfactory
96	46	Weakness
Mean Percent Correct	73	

Discussion

Of the ten items used to assess this Objective, the Interpretation Panel rated student performance as "Satisfactory" on seven, and "Weakness" on three.

Overall, the panel declared themselves to be marginally satisfied with performance for this Objective. They noted that students seem to be unable to deal adequately with slanted or biased writing. For example, Item 89 asked which of the following was specifically stated in the advertisement:

- (A) The Cheque Mate is available at your local bank.
- (B) You will never make another banking error
- (C) The calculator slips easily into every purse or pocket.
- * (D) The calculator weighs half a kilogram.

Of the four options the only factual claim related to the weight of the calculator. In all other foils exuberant but non-committal statements were made. For example, the advertisement said "Your CHEQUE MATE never makes a mistake." However, it did not claim that the operator would never make a mistake in operating the calculator.

TABLE 22

READING PERFORMANCE AND INTERPRETIVE RATINGS FOR GRADE 12 STUDENTS

DOMAIN 3: APPLIED READING AND STUDY SKILLS

OBJECTIVE 5: NEWSPAPERS AND PERIODICALS

N = 24,024

<u>Item No.</u>	<u>P-value</u>	<u>Performance Rating</u>
82	81	Marginally Satisfactory
83	89	Weak
84	84	Marginally Satisfactory
85	89	Marginally Satisfactory
86	89	Satisfactory
Mean Percent Correct	86	

Of the five items used to assess this Objective, only one had a student performance level rated as high as "Satisfactory". Three items had a student performance level rated as "Marginally Satisfactory"; one, as "Weak". The Interpretation Panel declared student performance in this Objective as only "Marginally Satisfactory". They felt that students were not familiar with this type of prose and had a deficiency in the ability to scan for details.

The discrepancy between these interpretations and those based on the data in Table 20 reflects the specificity of skimming and scanning techniques. It is possible that students are used to applying these techniques to classified advertisements but have had less experience in applying them to continuous prose. It would appear from the apparent discrepancy that students do not readily transfer a skill learned on one type of material to a different type of reading matter. If this is the case, it becomes incumbent upon teachers in all disciplines to show students how basic reading techniques may be applied or adapted for each particular discipline and/or type of reading material.

DOMAIN 3 DISCUSSION

In general the Interpretation Panel considered student performance in Domain 3 to be barely satisfactory, noting that Objective 4, and especially Objective 5, should have rated a better performance by students. In particular, students appeared to have difficulty with journalistic prose in scanning for details and with slanted or biased writing in detecting the author's bias. With regard to dictionary skills, Objective 2, it was felt that students should have a greater facility than was shown in this area.

Recommendations

1. Based on the information in Table 18, Item 4, it is recommended that students be instructed in careful reading and following of directions.
2. Based on the information in Table 19, Items 55 and 56, it is recommended that students be given instruction and practice in:
 - 1) defining technical vocabulary by using a dictionary and
 - 2) understanding the differences in word definition according to its part of speech and usage in a sentence (e.g. noun, verb, adjective, etc.).
3. Based on the information in Table 21, Item 89, it is recommended that students receive increased guidance in detecting bias in written information.
4. Based on the information in Table 22, it is recommended that students be given:
 - 1) increased practice and time in scanning for details
 - 2) increased guidance and practice in reading for comprehension of journalistic prose.

INTER-LEVEL RESULTS

In order to make some assessment of the degree of progress from grade to grade, certain test items were included in the assessments at two grade levels.

As an indicator of progress from Grade/Year 4 to Grade 8, two test Objectives from the Grade/Year 4 level Language: B.C. assessment were included in the Grade 8 assessment. One Objective was an expository passage about Helen Keller. The other item was a series of four exercises on dictionary skills. This latter Objective was included because it was used to assess performance in the single Objective wherein the performance of the Grade/Year 4 students was judged to be less than satisfactory. In the Grade 8 and 12 assessments, Domains 1 and 3 used identical items.

TABLE 23
COMPARISON OF PERFORMANCE LEVELS GRADE/YEAR 4 AND GRADE 8

OBJECTIVE A - COMPREHENSION		
Item No.	P-value Gr./Yr. 4 N = 34,626	P-value Gr. 8 N = 41,678
97	72	73
98	83	82
99	45	63
100	52	66
101	48	55
Mean Percent Correct	60	68

OBJECTIVE B - DICTIONARY SKILLS		
Item No.	P-value Gr./Yr. 4 N = 34,626	P-value Gr. 8 N = 41,678
102	89	78
103	39	46
104	42	77
105	76	77
Mean Percent Correct	62	70

DISCUSSION: Grade/Year 4 and Grade 8

The mean performance of the Grade 8 students on the comprehension test exceeds that of the Grade/Year 4 students by eight percentage points. While the difference is in the desired direction, it must be questioned as to whether the superiority of the Grade 8 students is large enough. It is evident that a ceiling effect is not in operation. That is, neither group is scoring so highly that no room is left for improvement. Thus a difference of only eight percentage points between the performances of two grades, four years apart, should be a source of some concern. Inspection of performance on individual items must increase that concern.

Item 97 asked, "What is this story about?" It should be noted that the percentage of Grade 8 students answering this question correctly exceeds that of the Grade/Year 4 students by only one percentage point. On Item 98 where the students were asked to identify what the author described about Helen Keller the

Grade/Year 4 students actually did better than the Grade 8 students. It is interesting to note that these two questions both deal with the main idea of the passage.

The difference between Grade/Year 4 and Grade 8 on the dictionary test was exactly the same as on the comprehension section: eight percentage points. Similarly on one item the Grade 8 superiority is only one percentage point (Item 105) and on another (Item 102) the Grade/Year 4 performance exceeds that of the older students.

The data base in these comparisons is too small to draw any firm conclusions. It must be remembered that it is based on responses to five questions related to a passage of about 170 words and four dictionary exercises. However, if performance of these Objectives is a true reflection of the increase in reading ability from the beginning of Grade/Year 4 to the beginning of Grade 8, then the effectiveness of the reading instructional program in the intermediate grades must be called into question.

Several reasons may account for the lack of a greater difference in scores. The comparison items occurred at the end of the Grade 8 test booklet and the students may have been tired. The older students may not have taken the test seriously. However, the Non-Response and Frivolous Response analysis discussed above (pp. 8-9) would argue against these explanations. It is much too early to say what caused the relative lack of difference but the present data clearly indicate that it is worthwhile to launch a much more thorough comparison of reading performance from one grade to another.

TABLE 24
COMPARISON OF PERFORMANCE LEVELS OF GRADES 8 AND 12

DOMAIN 1: WORD MEANING IDENTIFICATION		
	Mean Percent Correct	
	Grade 8 N = 41,678	Grade 12 N = 24,204
Objective 1.1 Structural Analysis	72	85
1.2 Semantics/context	64	82
1.3 Semantics/synonyms	49	80
DOMAIN 3: APPLIED READING AND STUDY SKILLS		
	Mean Percent Correct	
	Grade 8	Grade 12
Objective 3.1 Application Forms	70	81
3.2 Dictionary: Word meanings	62	77
3.3 Advertisements: classified	72	90
3.4 Advertisements: descriptive	48	73
3.5 Newspapers	60	86

DISCUSSION: Grade 8 and 12

The data in Table 24 show a clear and consistent superiority of the Grade 12 students over the Grade 8 students. These results suggest that at least for those students who stay on to Grade 12 the intervening years are associated with a measurable increase in reading ability. It is not possible from the present data to determine the cause of the differences noted.

Recommendations: Inter-Level Results

1. Based on the data in Table 24, it is recommended that a further study be made to obtain more complete information regarding the development of reading ability throughout the intermediate years.

REPORTING CATEGORIES

In addition to answering the questions in the test booklet, each student was asked to fill out a self-descriptive but anonymous questionnaire. From these responses it was possible to categorize all students by age, sex, number of schools attended, residence in Canada, language spoken, number of hours of T.V. watched, frequency of newspaper reading, frequency of magazine reading, number of books read. In addition, it was possible to categorize the Grade 12 students by occupation of the father, occupation of the mother and plans on leaving school.

Reading Performance as a Function of Age: Grade 8

To determine how the variable of age relates to performance in reading, students' ages were recorded and set against their scores on the test. Figure 1A presents the students' distribution according to age. Figure 1B presents the findings according to age.

Discussion

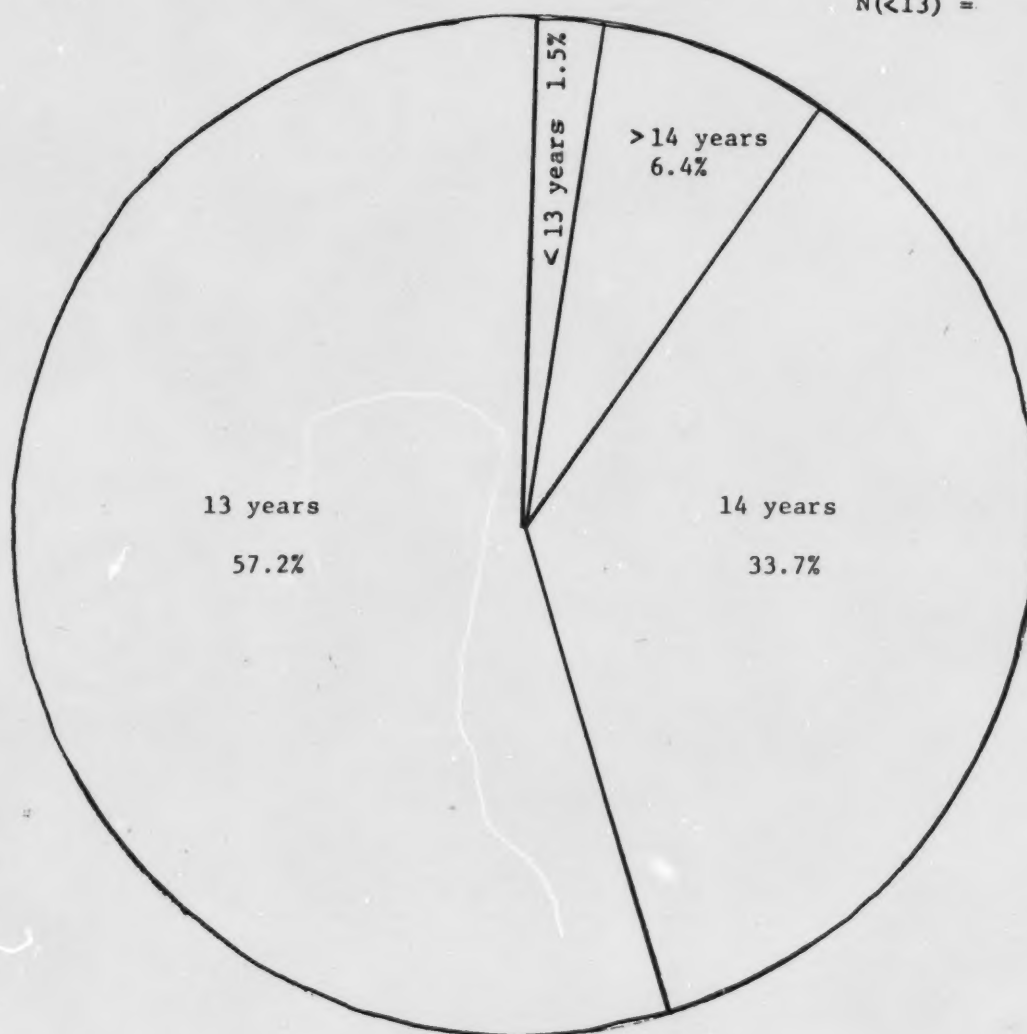
The majority of students (57.2%) were in the thirteen-year-old category, which was the highest performing group in all Domains in all Objectives, except one, 1.3, wherein they had relatively equal performance (52.6% versus 52.9%), with those students of twelve years or younger. This latter category was, in every case, the one with the next highest performance. An increase in age beyond 13 years is associated with a decrease in performance.

The most obvious explanation of this trend is that older students in Grade 8 have experienced failure and therefore either have not developed their reading skills to the same level as younger students, or have developed a negative attitude to the reading process (and testing) and, as a result, do not perform as well as their younger counterparts.

Performance in reading appears to be related to the age of the student with younger students outperforming the older ones.

FIGURE 1A
GRADE 8
DISTRIBUTION BY AGE

N(>14) = 2,734 (6.4%)
N (14) = 14,049 (33.7%)
N (13) = 23,871 (57.2%)
N(<13) = 716 (1.5%)



NOTE:

For this figure and those following, the sum of the distributions may not equal 100% because for each question there were both a small number of students who did not respond and a small number who responded in more than one category. These missing or multiple responses are not reported for every figure.

FIGURE 1B

GRADE 8
READING PERFORMANCE AS A FUNCTION OF AGE

<13 yrs. = 716
13 yrs. = 23,871
14 yrs. = 14,049
15 yrs. = 2,355
>15 yrs. = 379

DOMAIN 1 - Word Meaning
Identification

Total B.C. 61.9
<13 yrs. 64.5
13 yrs. 65.1
14 yrs. 59.6
15 yrs. 48.1
>15 yrs. 40.3

DOMAIN 2 - Comprehension

Total B.C. 59.9
<13 yrs. 61.9
13 yrs. 63.1
14 yrs. 57.4
15 yrs. 46.0
>15 yrs. 38.6

DOMAIN 3 - Applied Reading &
Study Skills

Total B.C. 62.4
<13 yrs. 64.2
13 yrs. 66.1
14 yrs. 59.8
15 yrs. 46.4
>15 yrs. 38.0

Mean Percent Correct

0 25 50 75 100

Reading Performance as a Function of Age: Grade 12

To determine how the variable of age affects performance in reading, students' ages were recorded and set against their scores on the test. Figure 2A presents the distribution according to age. Figure 2B shows the findings according to age.

Discussion

The majority of students (60.8%) were 17 years old. In only two objectives did they perform better than the next largest category of students (30.7) who were 16 years old or younger and performed best in most areas. An increase in age is associated with a decrease in performance level. In some areas (Objectives 3 and 4) this decrease was quite radical.

Such a decrease in performance may be attributed to three factors:

- 1) Older students have experienced failure, which could suggest an inferior skill development.
- 2) Such failure may have produced a negative attitude towards school and testing, which may cause a student to perform less well than he might.
- 3) The mature student, returning to school to upgrade his/her skill level, may be deficient in skill areas tested.

Recommendations

1. Based on the data in Figures 1B and 2B, it is recommended that a more detailed study be made of the effectiveness of having students in the elementary and secondary schools repeat one or more grades.

FIGURE 2A
GRADE 12
DISTRIBUTION BY AGE

N(>19)	=	359	(1.4%)
N (19)	=	1,103	(4.5%)
N (18)	=	7,431	(30.7%)
N (17)	=	14,739	(60.8%)
N(<17)	=	485	(1.9%)

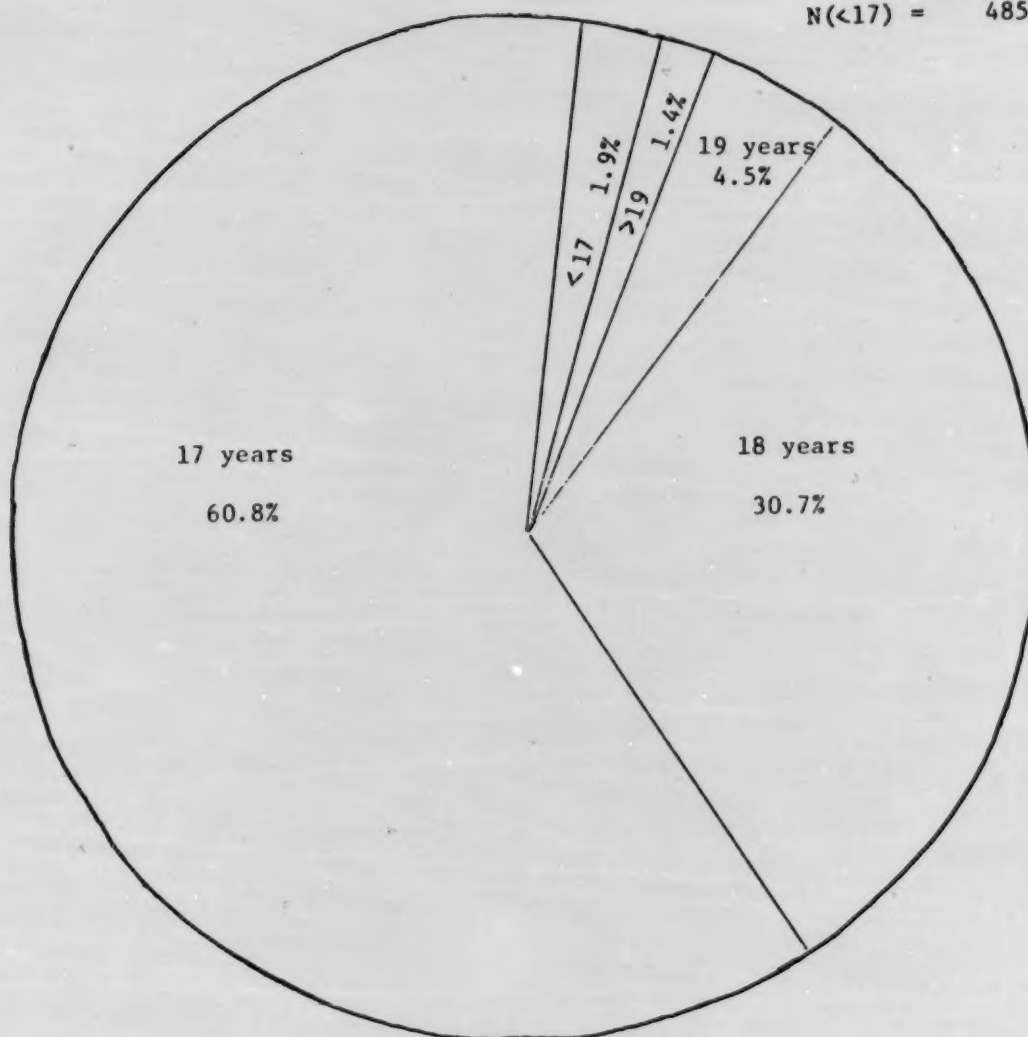


FIGURE 2B

GRADE 12
READING PERFORMANCE AS A FUNCTION OF AGE

<17 yrs. = 485
17 yrs. = 14,739
18 yrs. = 7,431
>18 yrs. = 1,462

Mean Percent Correct

0 25 50 75 100

DOMAIN 1 - Word Meaning

Identification

Total B.C. 82.0

<17 yrs. 84.9

17 yrs. 84.1

18 yrs. 80.4

>18 yrs. 69.6

DOMAIN 2 - Comprehension

Total B.C. 69.4

<17 yrs. 74.7

17 yrs. 72.0

18 yrs. 67.0

>18 yrs. 55.8

DOMAIN 3 - Applied Reading and
Study Skills

Total B.C. 81.4

<17 yrs. 84.5

17 yrs. 83.6

18 yrs. 79.6

>18 yrs. 69.7

Reading Performance as a Function of Sex: Grade 8

In general, girls in North America tend to learn to read more easily than boys. Interestingly, this differential in favour of females is not found in all other countries who have data on the subject. The differences between the sexes tend to disappear by the secondary level.

Figure 3A shows the number of males and females taking part in the survey. Figure 3B shows reading performance according to sex.

Discussion

In every Domain females slightly outperformed the males. These findings tend to conform with earlier findings on the sex differences in reading performance in that early in Grade 8 the observed differences are quite small.

So far as these findings are concerned, it would seem that teachers at the secondary levels need not make any special provisions according to sex as far as reading achievement is concerned.

FIGURE 3A

GRADE 8

NUMBER OF FEMALES AND MALES

N(Male) = 21,129 (51.6%)
N(Female) = 19,791 (48.4%)

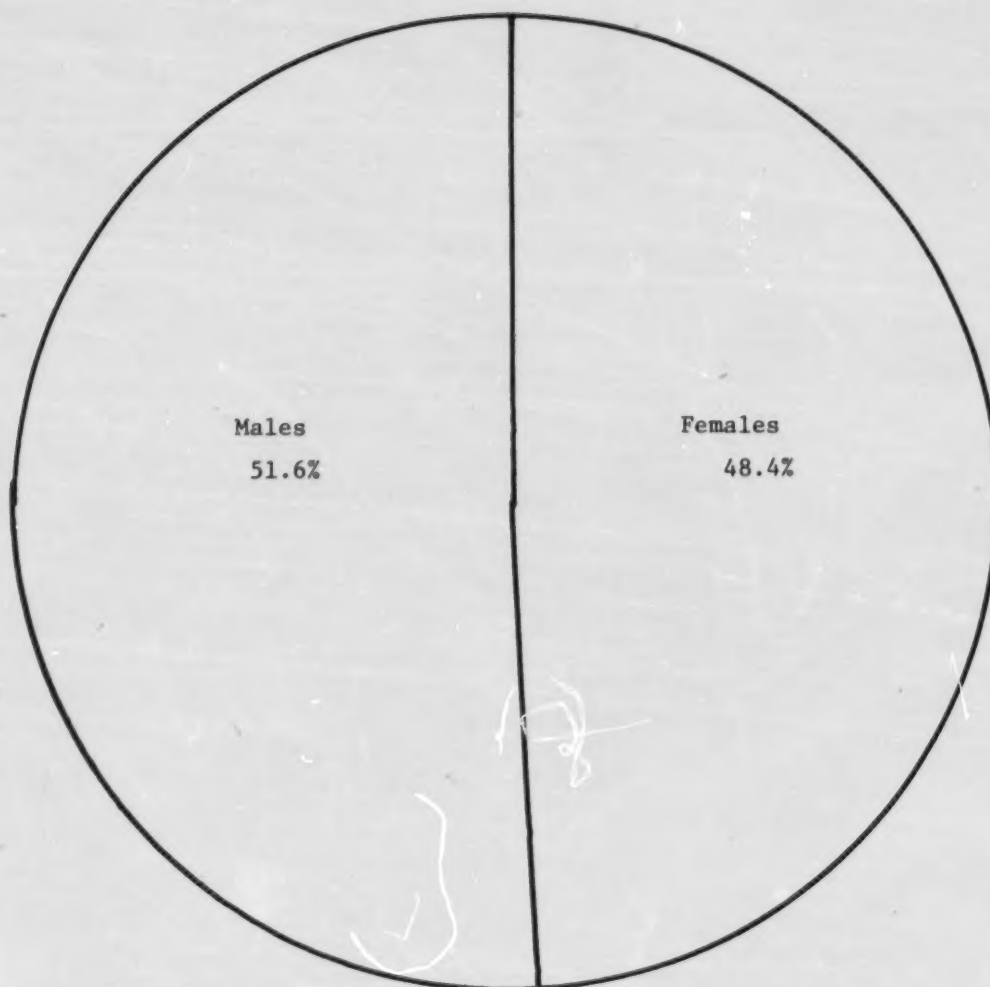
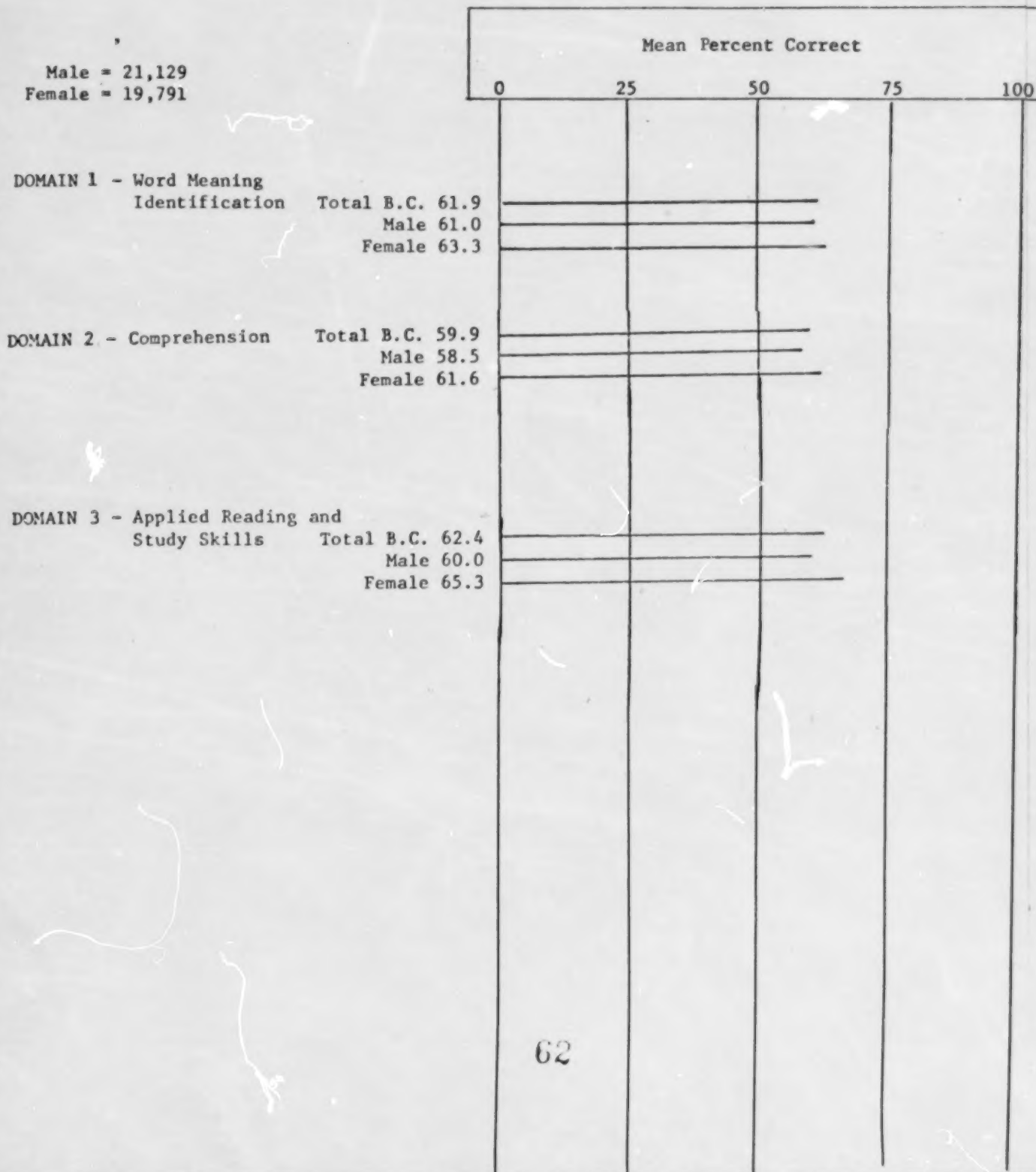


FIGURE 3B

GRADE 8
READING PERFORMANCE AS A FUNCTION OF SEX



Reading Performance as a Function of Sex: Grade 12

Figure 4A shows the number of males and females who participated in the study while Figure 4B shows the results as a function of sex.

Discussion

If the trends observed in previous research apply to schools in British Columbia, we would expect to find no difference at this level between males and females. In fact, the Grade 12 females maintained a slight lead over the males. One of the theories to explain the frequently observed differential in learning to read is some kind of cultural bias in favour of females. If this explanation is valid, then the present results tend to suggest that this process is in operation in British Columbia. The exact nature of the bias is not evident. A much more detailed study would be required to test the theory and determine the nature of the bias.

Recommendations

1. Based on the data in Tables 3B and 4B, it is recommended that a study on sex differences in academic achievement be conducted to determine whether or not a bias in favour of either sex exists in schools in British Columbia. Should such a bias be found to exist, then further study to determine the nature of such a bias should be undertaken.

FIGURE 4A
GRADE 12
NUMBER OF FEMALES AND MALES

N(Females) = 12,287 (51.3%)

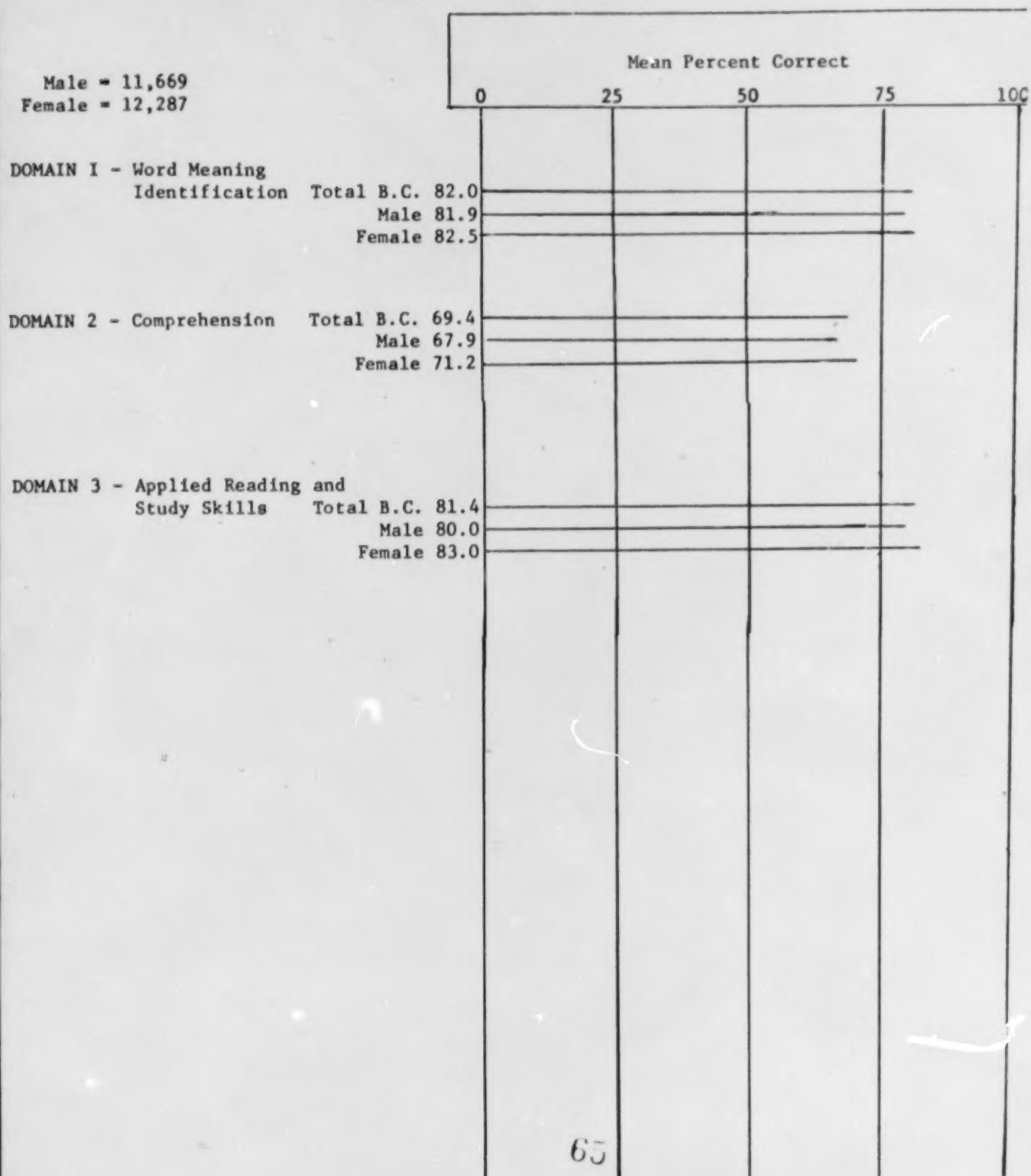
N(Males) = 11,669 (48.7%)



FIGURE 4B

GRADE 12

READING PERFORMANCE AS A FUNCTION OF SEX



Reading Performance as a Function of Number of Schools Attended: Grade 8

There appears to be a common belief among teachers that frequent moves of students from school to school or district to district adversely affect learning. To determine the relationship of this factor to reading performance, students were asked to indicate the number of schools they had attended since Grade 1. Figure 5A shows the distribution of students according to the number of schools attended. Figure 5B shows student performance according to mobility.

Discussion

The greatest percentage of students (29.1%) had attended two schools since Grade 1. The next largest group of students (26.6%) had attended three schools since Grade 1. In every Domain, the students who had attended two schools only, scored highest. A trend developed wherein the more schools a student attended, the poorer his/her performance on the test. An interesting factor that appeared in the results was that students who had attended but one school (3.3%) (perhaps rural, multi-grade schools) not only performed less well than those students who had attended 2 schools by Grade 8, but also performed on a par with those students who had attended 7 schools (3.0%).

There seems to be a trend consistent with the beliefs of teachers that student performance decreases with an increase in the number of schools attended. The difference in student performance, although not exceedingly great (8%-10% in most cases), does suggest that there are factors involved that lessen student performance. What exactly these factors are may vary from student to student and may range through various emotional and social factors as well as educational ones.

Recommendations

1. Based on the data in Figure 5B, it is recommended that highly mobile students should be given special diagnosis upon entering a new school so that attention and consideration may be given to weak skill areas.
2. Based on the data in Figure 5B, it is recommended that parents be informed that residential mobility in school children tends to be associated with a decreased level of academic performance. Parents could use such information at their own discretion when deciding whether or not to move from one location to another.

FIGURE 5A
GRADE 8
NUMBER OF SCHOOLS ATTENDED

N(1 School)	=	1,398	(3.3%)
N(2 Schools)	=	12,157	(29.1%)
N(3 Schools)	=	11,111	(26.6%)
N(4 Schools)	=	6,876	(16.4%)
N(5 Schools)	=	4,017	(9.6%)
N(6 Schools)	=	2,181	(5.3%)
N(7 Schools)	=	1,268	(3.0%)
N(8 Schools)	=	1,183	(2.8%)
Missing Data	=	1,487	(3.4%)

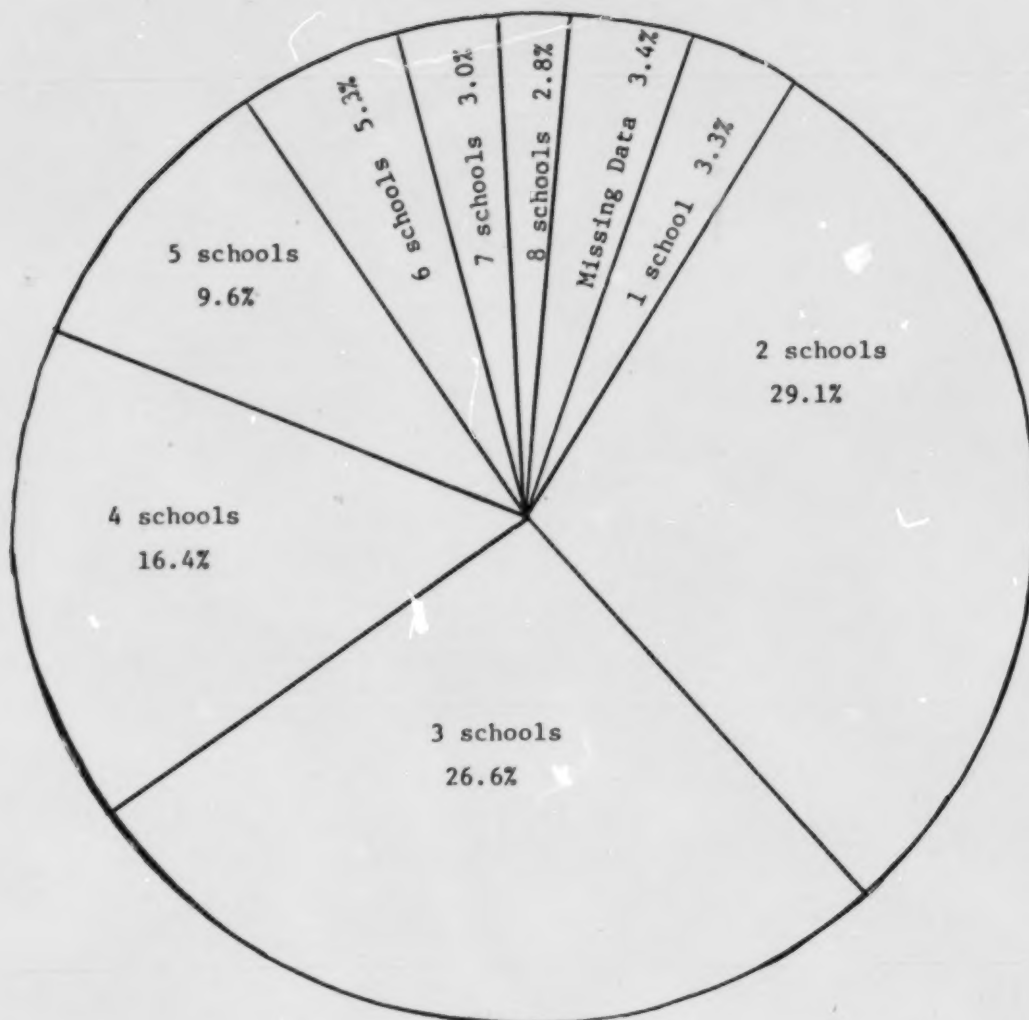


FIGURE 5B

GRADE 8
READING PERFORMANCE AS A FUNCTION OF NUMBER OF SCHOOLS ATTENDED

1 school = 1,398
2 schools = 12,157
3 schools = 11,111
4 schools = 6,876
5 schools = 4,017
6 schools = 2,181
7 schools = 1,268
8-9 schools = 1,806

DOMAIN I - Word Meaning
Identification

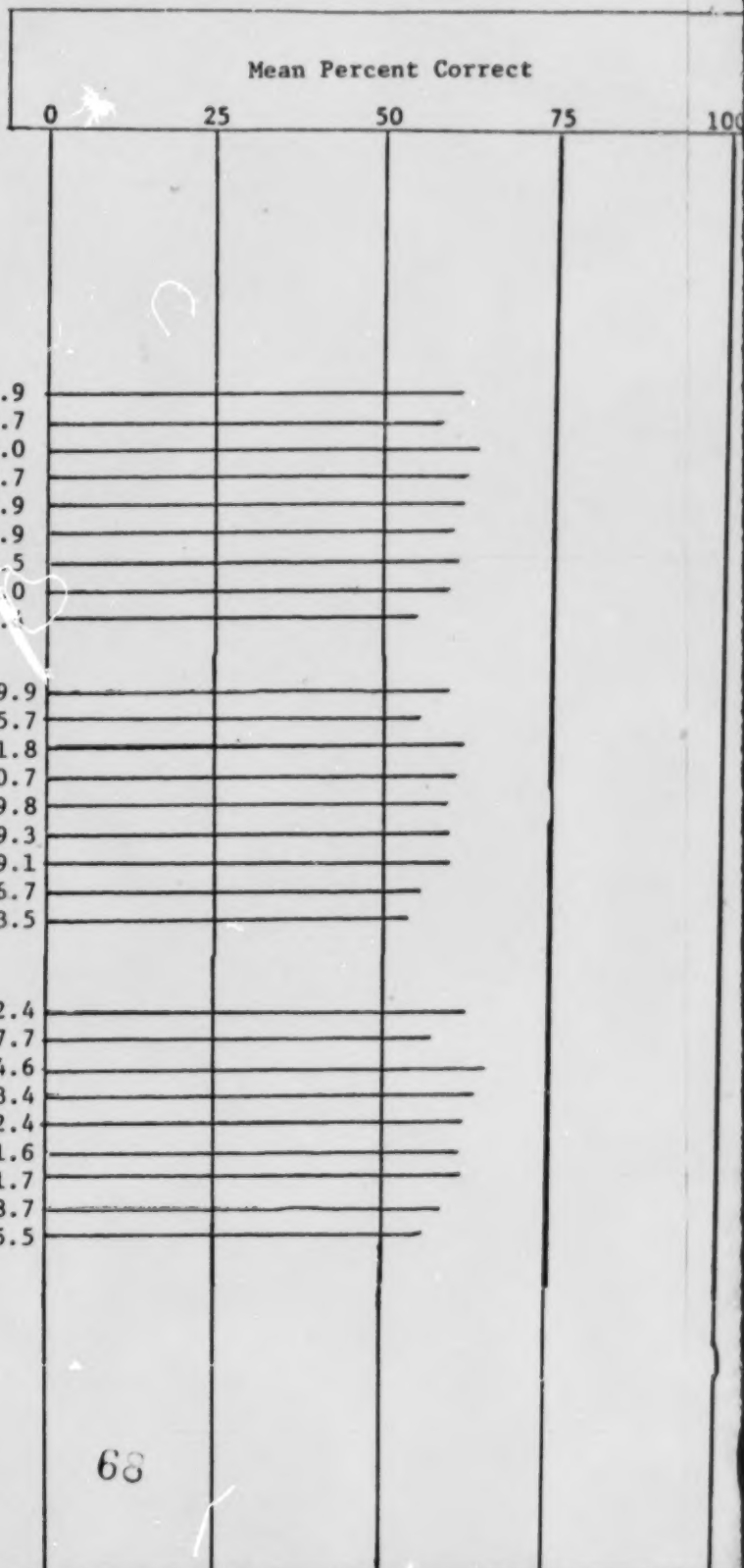
	Total B.C.
	61.9
1	57.7
2	64.0
3	62.7
4	61.9
5	60.9
6	61.5
7	59.0
8-9	55.4

DOMAIN 2 - Comprehension

	Total B.C.
	59.9
1	55.7
2	61.8
3	60.7
4	59.8
5	59.3
6	59.1
7	56.7
8-9	53.5

DOMAIN 3 - Applied Reading &
Study Skills

	Total B.C.
	62.4
1	57.7
2	64.6
3	63.4
4	62.4
5	61.6
6	61.7
7	58.7
8-9	55.5



Reading Performance as a Function of Number of Schools Attended: Grade 12

There seems to be a common belief among teachers that the performance of students decreases when students' families are very mobile and a number of schools have been attended. To determine the relation between the number of schools attended and performance, students were asked to indicate how many schools they had attended since Grade 1. Figure 6A shows the distribution. Figure 6B presents the performance levels.

Discussion

In every Domain, there was little difference between performance levels of students according to the number of schools they had attended. Most students (27.2%) had attended 3 schools, followed by 22.6% of students who had attended 4 schools. Perhaps one might infer from these findings that by Grade 12 the relationship between the number of schools attended and the performance level of students has been minimized - perhaps due to the factor of age or maturity. Another implication is that the skills being asked of the Grade 12 students are basic and have been developed well before Grade 12.

FIGURE 6A
GRADE 12
NUMBER OF SCHOOLS ATTENDED

N(1 School)	=	333	(1.3%)
N(2 Schools)	=	2,773	(11.4%)
N(3 Schools)	=	6,598	(27.2%)
N(4 Schools)	=	5,471	(22.6%)
N(5 Schools)	=	3,450	(14.2%)
N(6 Schools)	=	2,070	(8.5%)
N(7 Schools)	=	1,239	(5.1%)
N(8-9 Schools)	=	963	(3.9%)
N(10+ Schools)	=	1,232	(5.0%)
Missing Data	=	75	(.3%)

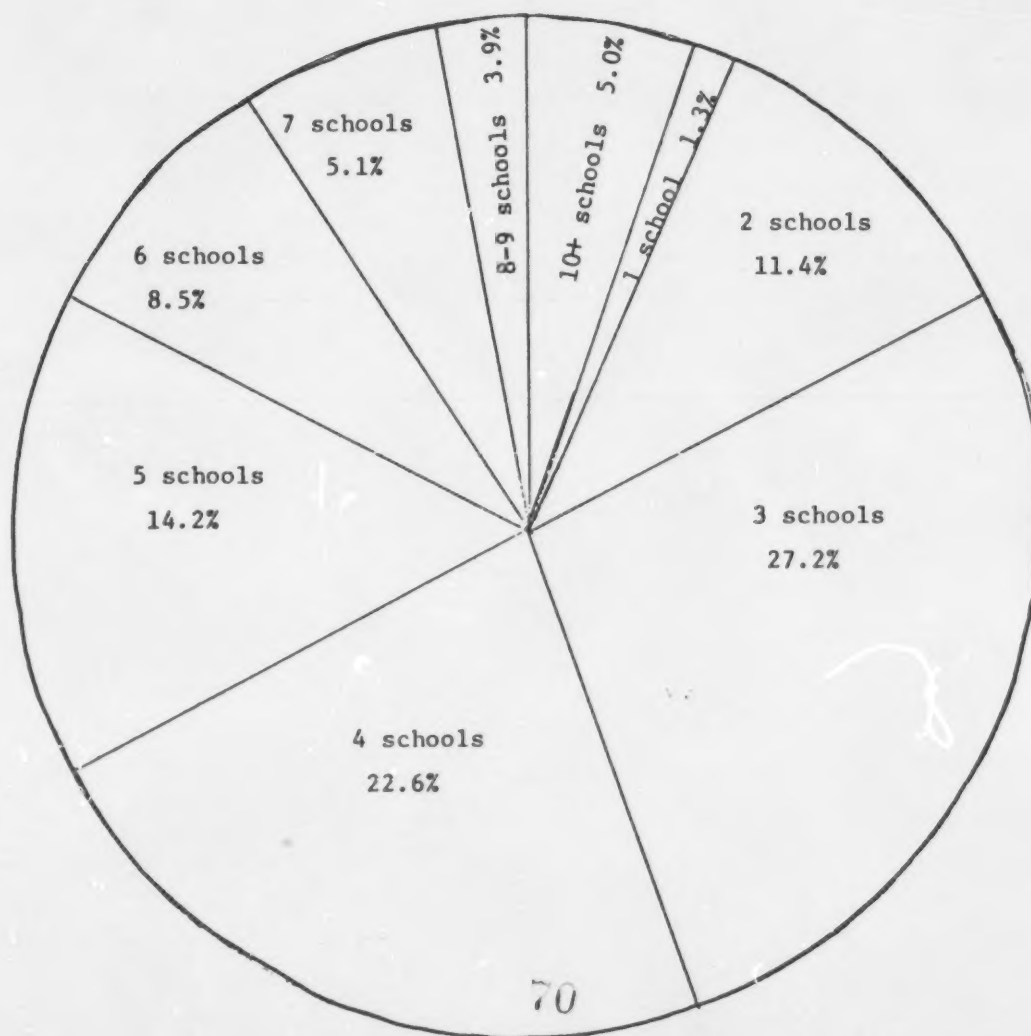


FIGURE 6B

GRADE 12

READING PERFORMANCE AS A FUNCTION OF NUMBER OF SCHOOLS ATTENDED

1-2 schools = 3,106
 3 schools = 6,598
 4 schools = 5,471
 5 schools = 3,450
 6 schools = 2,070
 7 schools = 1,239
 8 or more = 2,195

DOMAIN I - Word Meaning

Identification Total B.C. 82.0
 1-2 81.5
 3 82.2
 4 82.2
 5 82.3
 6 82.8
 7 82.2
 8 or more 81.2

DOMAIN 2 - Comprehension

Total B.C. 69.4
 1-2 68.4
 3 69.3
 4 69.7
 5 70.1
 6 70.5
 7 70.5
 8 or more 68.9

DOMAIN 3 - Applied Reading and Study Skills

Total B.C. 81.4
 1-2 81.2
 3 81.6
 4 81.7
 5 81.9
 6 82.0
 7 81.2
 8 or more 80.5

Mean Percent Correct

0 25 50 75 100

76

Residence in Canada and Language Spoken: Grade 8

Figure 7A presents the distribution of students by place of birth and language spoken at home. Figure 7B presents the findings as a function of residence in Canada while Figure 8A presents them as a function of language spoken at home.

Discussion

Expected shifts in performance accompanied changes in variables concerned with place of birth (Canadian/non-Canadian), length of residence in Canada and language spoken at home. As in the Grade/Year 4 reading assessment, students born in Canada and those who have lived longest in this country showed the highest performance, exceeding significantly in all cases the average performance in the province. Results by language spoken before Grade 1 showed considerably higher performance for English speaking students. Similar results occurred for those students where English was the language usually spoken in the home. Although other factors, such as self-esteem and socio-economic variables associated with place of birth and use of English in the home may also affect reading performance, it does appear, as might be expected, that students most familiar with the English language and Canadian customs are the most proficient readers of English. These results do suggest, however, that those students who are new to Canada and its culture require special help and consideration.

FIGURE 7A

GRADE 8

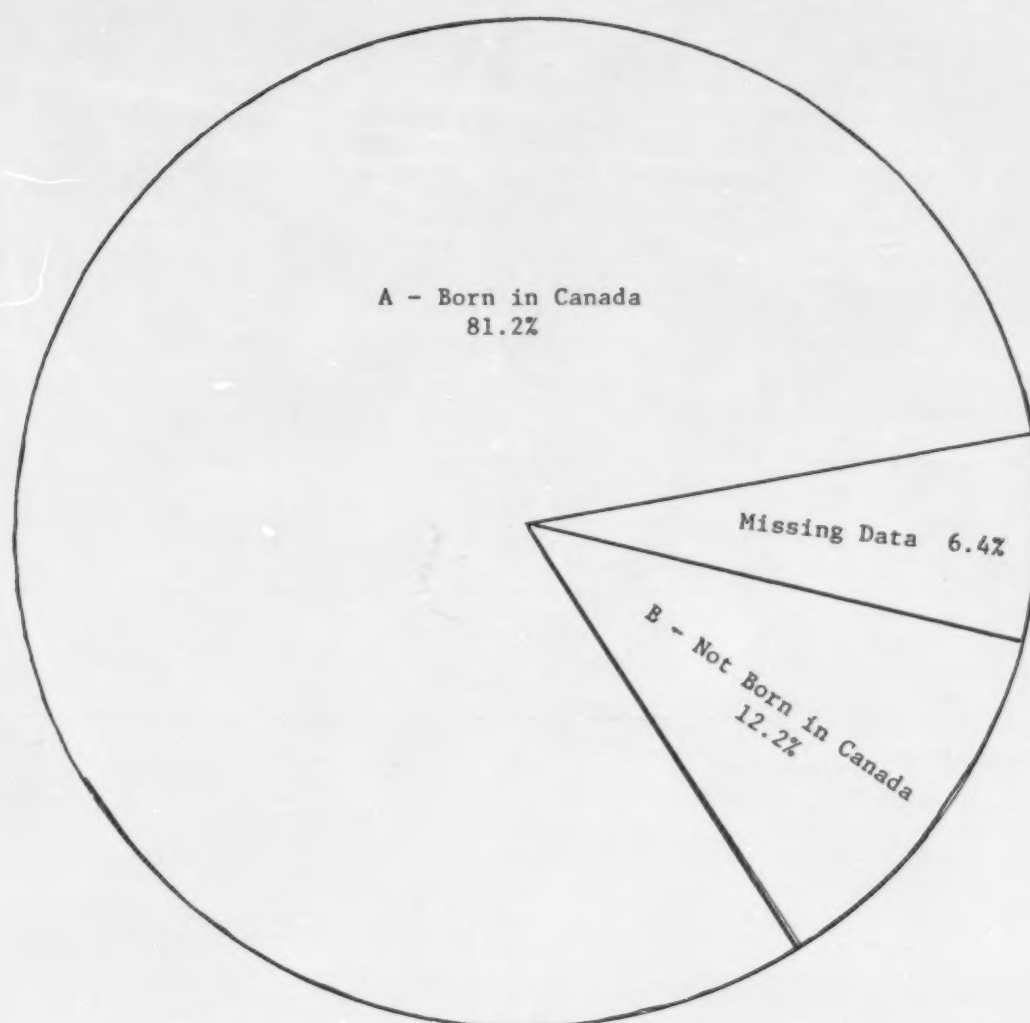
RESIDENCE IN CANADA

N(A) = 33,868 (81.2%)

N(B) = 5,119 (12.2%)

(NB ₁)	=	348	Subset of B
(NB ₂)	=	1,203	
(NB ₃)	=	3,330	

Missing Data = 2,691 (6.4%)

LEGEND

A - Born in Canada

B - Not Born in Canada

B₁ - as in B but 2 years or less in CanadaB₂ - as in B but 2-4 years in CanadaB₃ - as in B but lived 5 or more years in Canada

FIGURE 7B

GRADE 8

READING PERFORMANCE AS A FUNCTION OF RESIDENCE IN CANADA

N(A) = 33,868
 N(B) = 5,119
 N(B₁) = 847
 N(B₂) = 704
 N(B₃) = 3,330

DOMAIN 1 - Word Meaning Identification

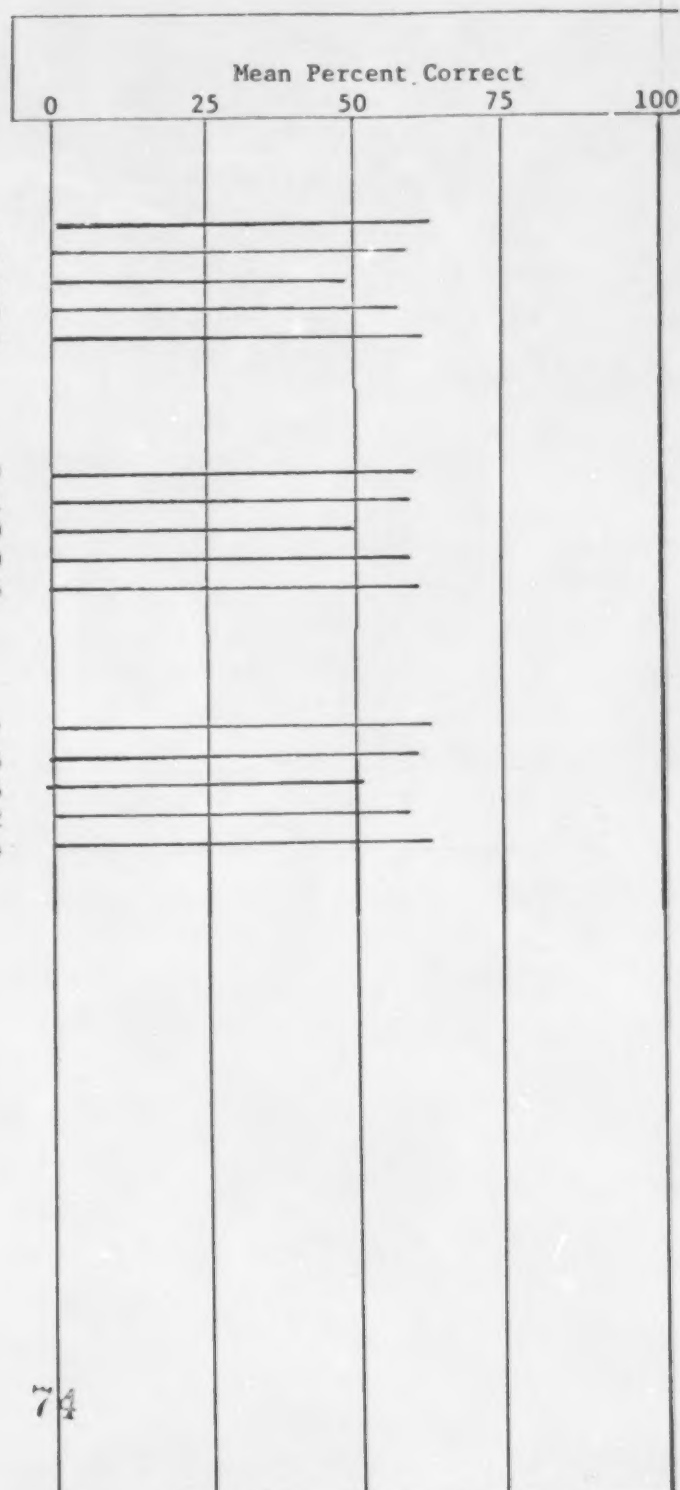
A Born in Canada - yes 63.1
 B Born in Canada - no 59.6
 B₁ Lived 2 yrs. or less 49.2
 B₂ Lived 2-4 years 57.0
 B₃ Lived 5 years or more 62.9

DOMAIN 2 - Comprehension

A 60.9
 B 59.1
 B₁ 50.0
 B₂ 59.0
 B₃ 61.6

DOMAIN 3 - Applied Reading and Study Skills

A 63.7
 B 60.5
 B₁ 50.6
 B₂ 59.2
 B₃ 63.4



GRADE 8

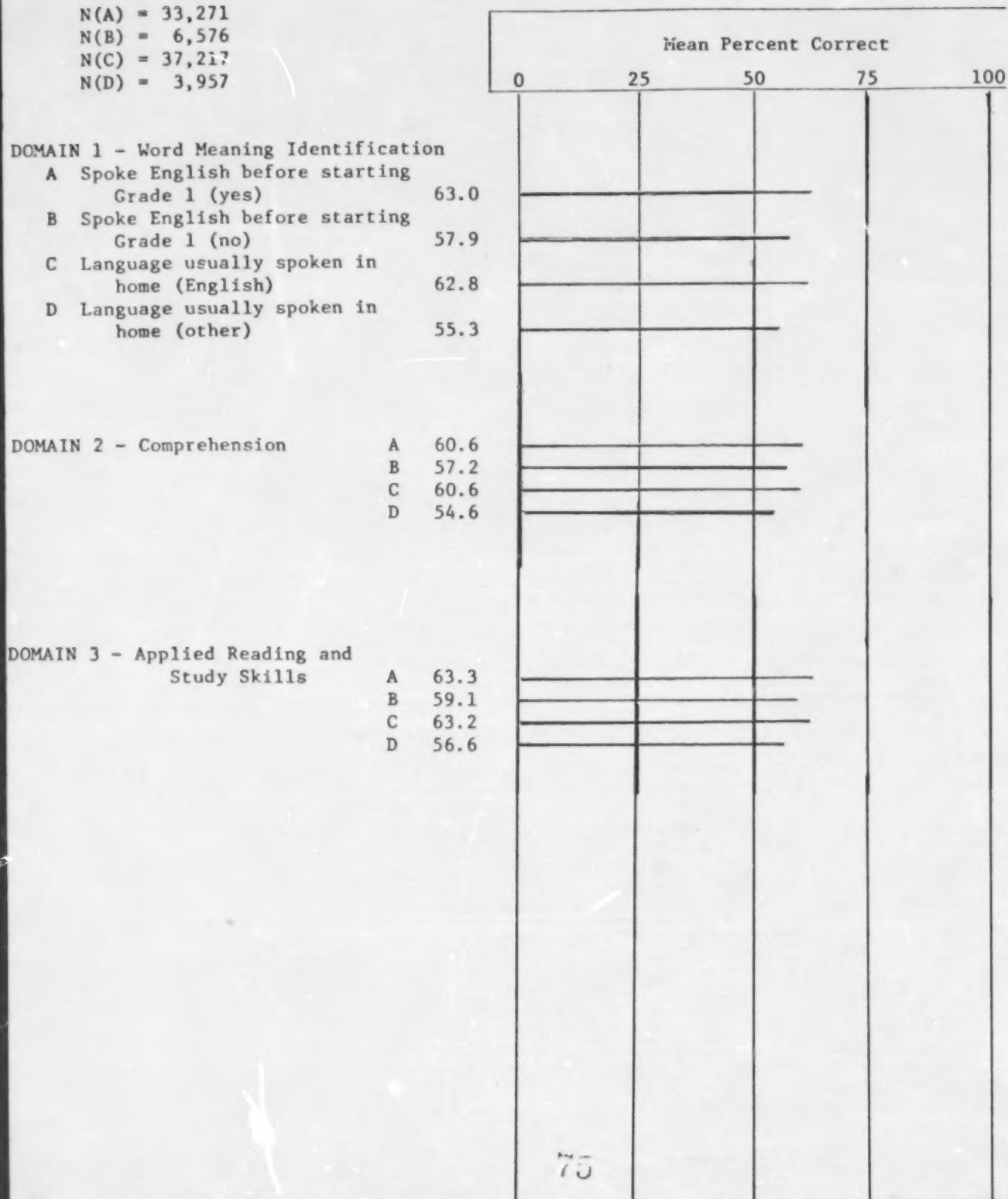
READING PERFORMANCE AS A FUNCTION OF LANGUAGE SPOKEN

N(A) = 33,271

N(B) = 6,576

N(C) = 37,217

N(D) = 3,957



Residence in Canada and Language Spoken: Grade 12

Figure 9A presents the distribution of students by place of birth and language spoken at home. Figure 9B presents the findings as a function of residence in Canada, while Figure 10A presents them as a function of language spoken at home.

Discussion

Expected shifts in performance accompanied changes in variables concerned with place of birth (Canadian/non-Canadian), length of residence in Canada and language spoken at home. As in the Grade 4 reading assessment, students born in Canada and those who have lived longest in this country showed the highest performance, exceeding significantly in all cases the average performance in the province. Results by language spoken before Grade 1 showed considerably higher performance for English speaking students. Similar results occurred for those students where English was the language usually spoken in the home. Although other factors, such as self esteem and socio-economic variables associated with place of birth and use of English in the home may also affect reading performance, it does appear, as might be expected, that students most familiar with the English language and Canadian customs are the most proficient readers of English. These results do suggest, however, that those students who are new to Canada and its culture require special help and consideration.

Recommendations

1. Based on the data in Tables 8B and 9B, it is recommended that special provisions for new Canadians be made in all schools in British Columbia which enrol such students.

FIGURE 9A

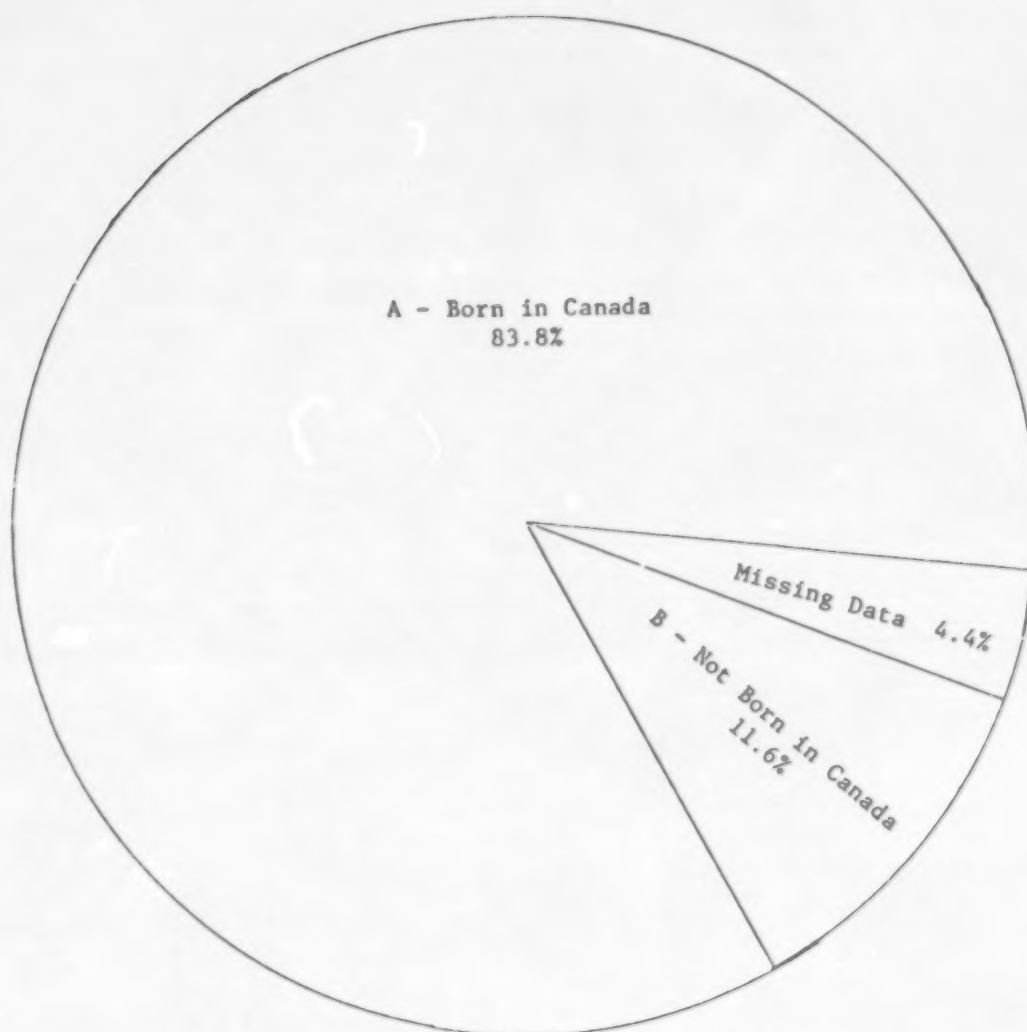
GRADE 12

RESIDENCE IN CANADA

N(A) = 20,303 (83.8%)
 N(B) = 2,818 (11.6%)

(NB ₁)	=	196	Subset of B
(NB ₂)	=	676	
(NB ₃)	=	1,859	

Missing Data = 1,083 (4.4%)

LEGEND

A - Born in Canada

B - Not born in Canada

B₁ - as in B but 2 years or less in CanadaB₂ - as in B but 2-4 years in CanadaB₃ - as in B but lived 5 or more years in Canada

FIGURE 9B

GRADE 12

READING PERFORMANCE AS A FUNCTION OF RESIDENCE IN CANADA

N(A) = 20,303
 N(B) = 2,818
 N(B₁) = 525
 N(B₂) = 347
 N(B₃) = 1,859

DOMAIN 1 - Word Meaning Identification

A Born in Canada - yes 83.3
 B Born in Canada - no 76.8
 B₁ Lived 2 yrs. or less 66.2
 B₂ Lived 2-4 years 71.6
 B₃ Lived 5 years or more 80.7

DOMAIN 2 - Comprehension

A 90.7
 B 65.2
 B₁ 56.7
 B₂ 59.6
 B₃ 69.0

DOMAIN 3 - Applied Reading and Study Skills

A 82.5
 B 78.0
 B₁ 71.2
 B₂ 75.5
 B₃ 80.6

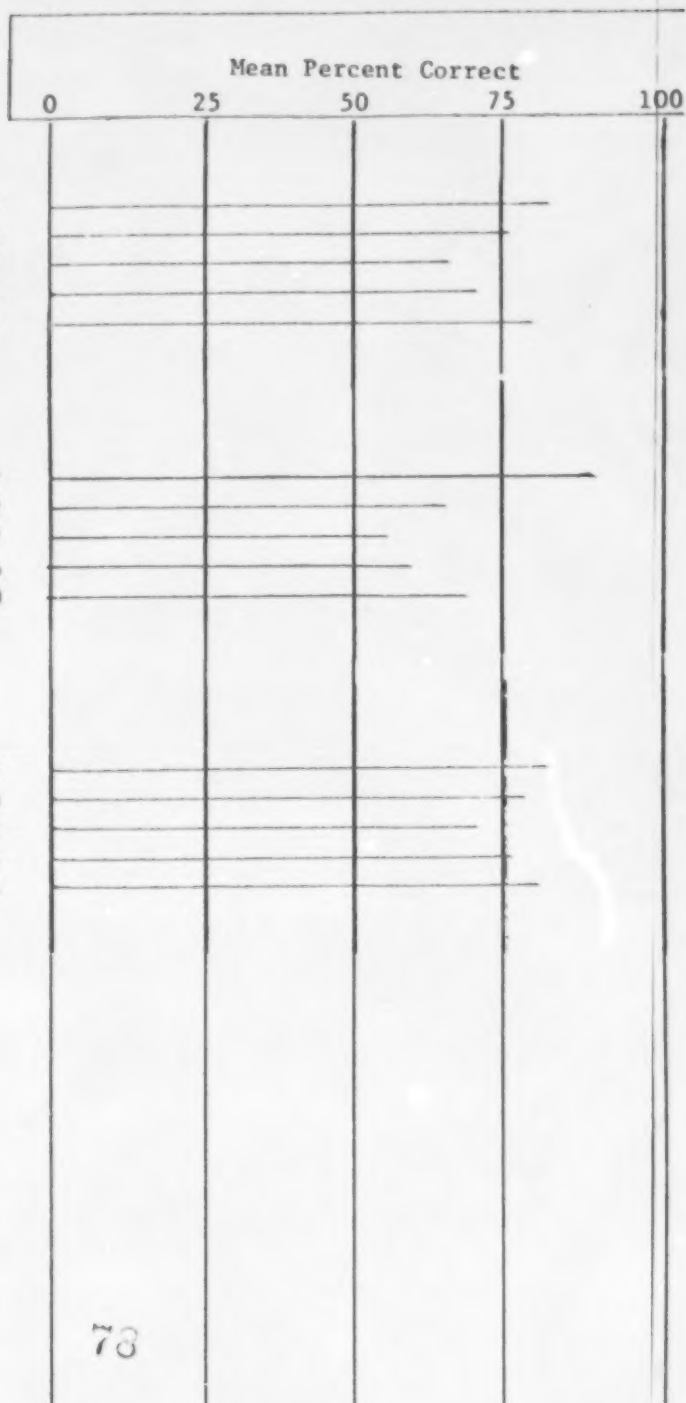


FIGURE 10A

GRADE 12

READING PERFORMANCE AS A FUNCTION OF LANGUAGE SPOKEN

N(A) = 18,906

N(B) = 4,610

N(C) = 21,510

N(D) = 2,487

DOMAIN 1 - Word Meaning Identification

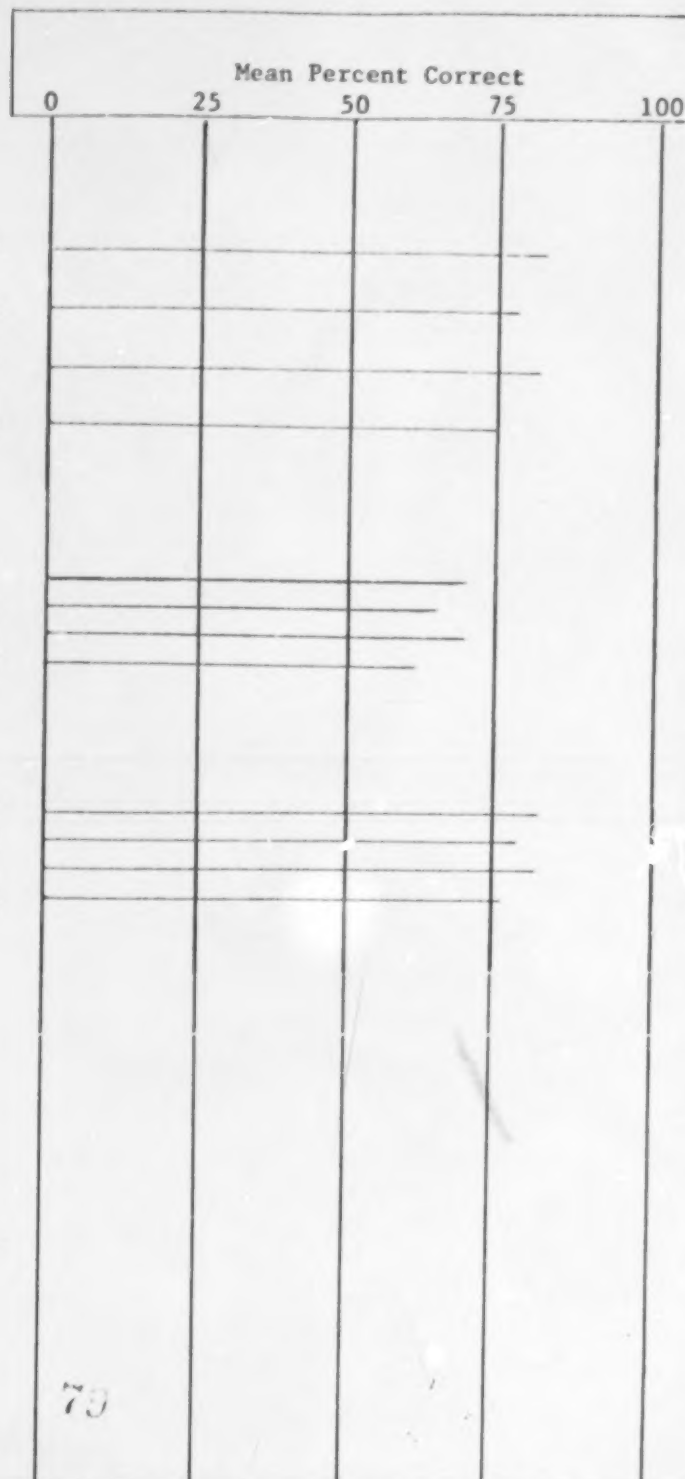
A	Spoke English before starting	
	Grade 1 (yes)	83.2
B	Spoke English before starting	
	Grade 1 (no)	78.0
C	Language usually spoken in	
	home (English)	83.0
D	Language usually spoken in	
	home (other)	75.0

DOMAIN 2 - Comprehension

A	70.6
B	65.6
C	70.4
D	62.8

DOMAIN 3 - Applied Reading and Study Skills

A	82.3
B	78.7
C	82.1
D	76.8



Number of Hours of T.V. Watched: Grade 8 Students

Television viewing is generally believed to have a negative effect on reading since it is thought to take the student away from books. To determine the relationship between performance on reading ability and T.V. watching, students were asked to indicate the average amount of time spent watching television during a week day. Figure 11A presents the distribution of the students in terms of the number of hours spent watching T.V. Figure 11B presents the results according to number of hours of T.V. watched.

Discussion

Perhaps one of the more startling results is that of the large number of students who report that on an average they spend five or more hours per weekday watching television. Figure 11A indicates that 25% of the student population is so occupied. If the students' judgement on how they spend their time is accurate these data would suggest that these students do little else during their leisure time during a school week other than watch television. The idea that such behaviour is deleterious to the development of skilled reading is given possible support by the results presented in Figure 11B. For each Domain there is a consistent curvilinear relationship between reading performance and television watching. Students who report that they watch no T.V. tend to score below the provincial mean, while students reporting less than one hour to three hours tend to score above the mean. There is a slight drop off in performance for students who report that they watch about four hours of television but there is a noticeable decline in the level of performance for students who say they watch T.V. for five or more hours. These figures become more alarming when it is recalled that the "five hours plus" group represent a quarter of the Grade 8 student population (Figure 11A). However the usual cautions regarding correlation and causality apply. The present data do not demonstrate that heavy T.V. viewing causes lowered performance in reading. It might well be that less able readers find little pleasure in reading and turn to television as a substitute.

The data presented here, the relatively large amounts of time involved in T.V. watching and the similarity of the present results to those obtained in the Language: B.C. survey (Language: B.C. 1976)* suggest very strongly that the nature of T.V. viewing habits, its causes and its effects would be an extremely fruitful avenue for further research.

* Language: B.C. Test Results, Volume 3, Department of Education, Province of British Columbia, pages 32-36.

FIGURE 11A

GRADE 8

NUMBER OF HOURS OF T.V. WATCHED

N(No. T.V.) = 1319 (3.2%)
 N(<1 hr.) = 1311 (3.2%)
 N(1 hr.) = 3205 (7.7%)
 N(2 hr.) = 7715 (18.5%)
 N(3 hr.) = 9402 (22.6%)
 N(4 hr.) = 8023 (19.3%)
 N(5 hr.+) = 10290 (25.0%)

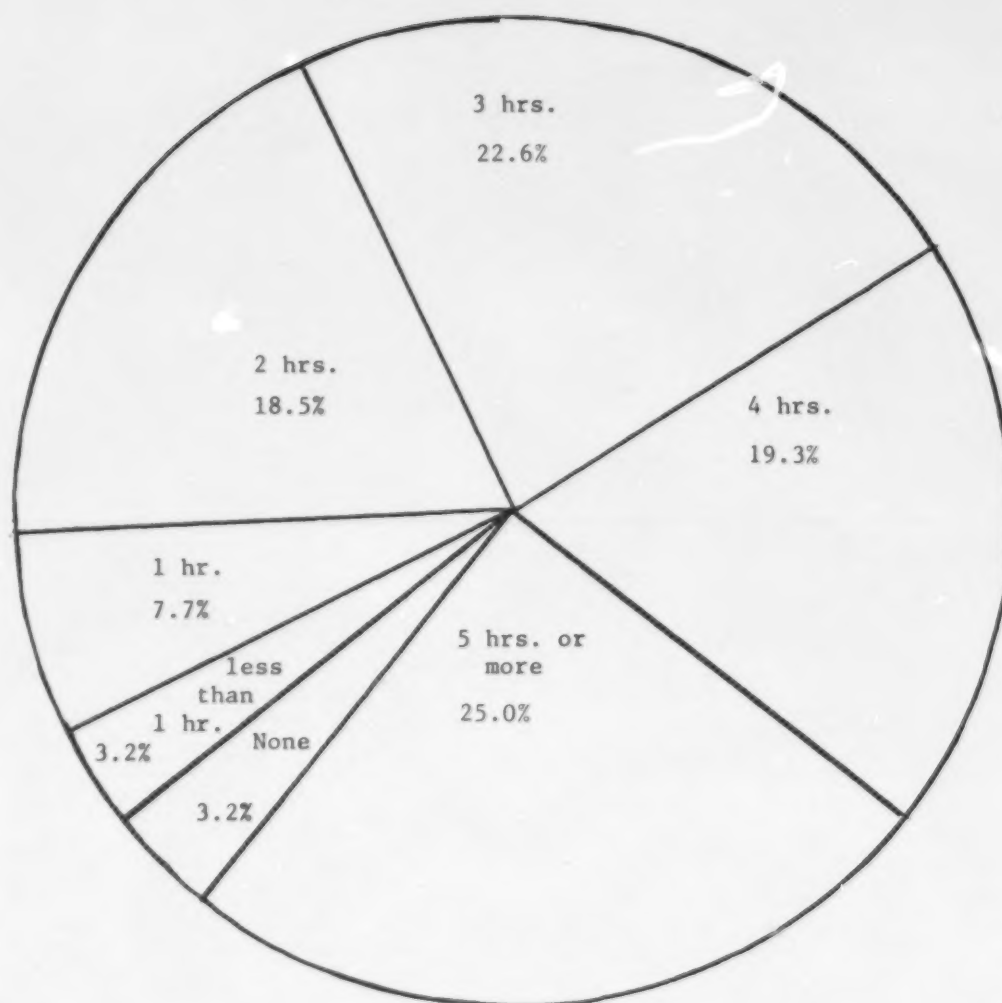


FIGURE 11B

GRADE 8
READING PERFORMANCE AS A FUNCTION OF HOURS OF T.V. WATCHED

2

N (No T.V.) = 1319
 N (<1 hr.) = 1311
 N (1 hr.) = 3205
 N (2 hrs.) = 7715
 N (3 hrs.) = 9402
 N (4 hrs.) = 8023
 N (5 hrs.+) = 10290

DOMAIN 1 - Identify the meaning
of specific words.

Total B.C.	61.9
No T.V.	63.4
<1 hr.	65.7
1 hr.	65.7
2 hrs.	64.5
3 hrs.	63.2
4 hrs.	61.8
5 hrs.+	57.6

DOMAIN 2 - Comprehension

Total B.C.	59.9
No. T.V.	61.3
< hr.	64.0
1 hr.	64.1
2 hrs.	63.1
3 hrs.	61.5
4 hrs.	59.8
5 hrs.+	54.4

DOMAIN 3 - Applied reading and
study skills

Total B.C.	62.4
No T.V.	62.9
<1 hr.	66.0
1 hr.	66.3
2 hrs.	65.2
3 hrs.	64.2
4 hrs.	62.7
5 hrs.+	57.3

Mean Percent Correct

0 25 50 75 100

Number of Hours of T.V. Watched: Grade 12 Students

Figure 12A presents the distribution of the Grade 12 students in terms of the number of hours spent watching T.V. Figure 12B presents the results according to the number of hours of T.V. watched.

Discussion

The Grade 12 students may perhaps best be described as moderate T.V. viewers since slightly more than 61% of them report that they watch, on the average, between one and three hours daily. Only 6.6% report watching five or more hours and 11.2% four hours. Both of these figures are considerably down from the comparable data for the Grade 8 students.

A similar curvilinear relationship between T.V. watching and reading performance as was noted for the Grade 8 students exists for the Grade 12 students except for two features. In the first place, the curve for the Grade 12 students is much flatter. Moderate T.V. viewers (1-3 hrs.) tend to score better than other groups but not excessively so. The second difference is that the lower reading performance associated with heavy T.V. viewing (5 hours or more) is greater for the Grade 12 students. However, the absolute size of the groups should be borne in mind. Heavy viewers at the Grade 12 level comprise only 6.6% of the Grade 12 population whereas at the Grade 8 level they comprise 25.0% of the relatively larger Grade 8 population.

Recommendations

1. Based on the data in Figures 11B and 12B, it is recommended that a study be undertaken to examine the amount, type and effect of T.V. viewing done by secondary students.

FIGURE 12A

GRADE 12

NUMBER OF HOURS OF T.V. WATCHED

N(No T.V.) = 2163 (8.9%)
N(<1 hr.) = 2686 (11.1%)
N(1 hr.) = 4271 (17.6%)
N(2 hr.) = 5988 (24.7%)
N(3 hr.) = 4565 (18.9%)
N(4 hr.) = 2721 (11.2%)
N(5 hr.+) = 1599 (6.6%)

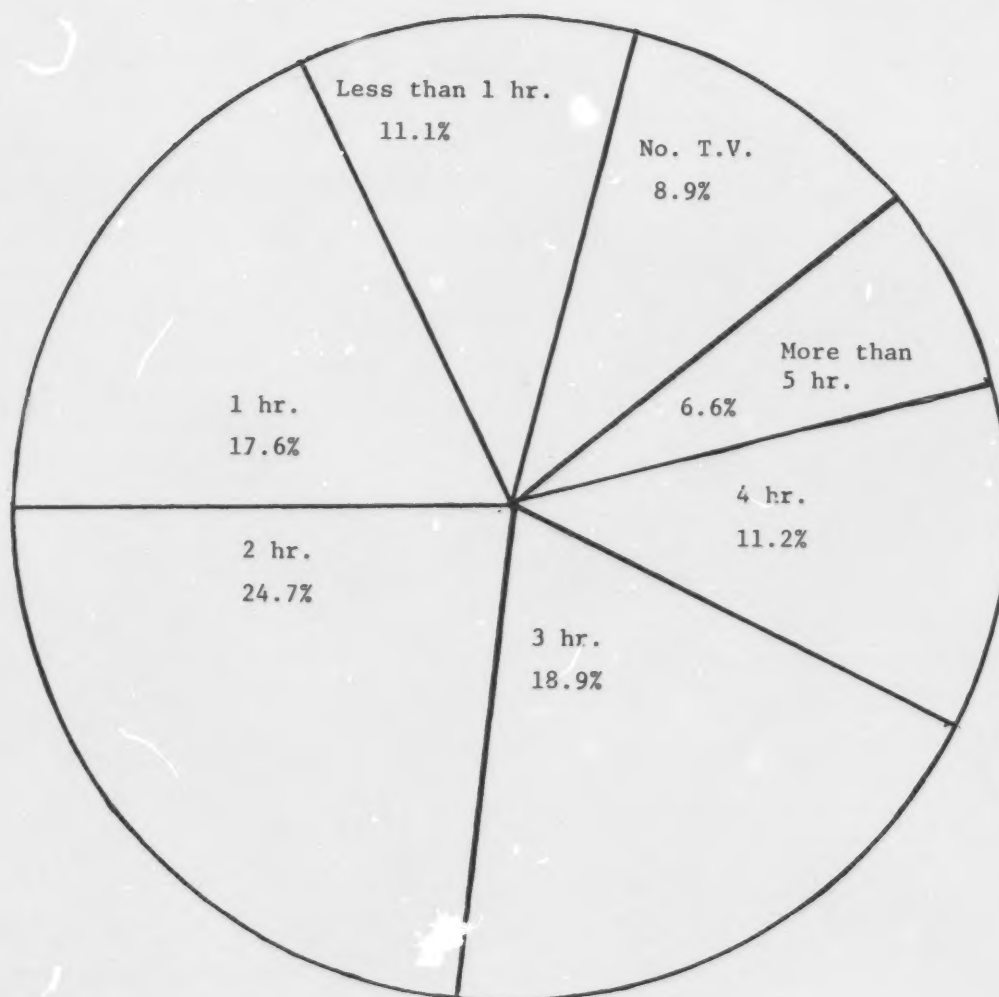
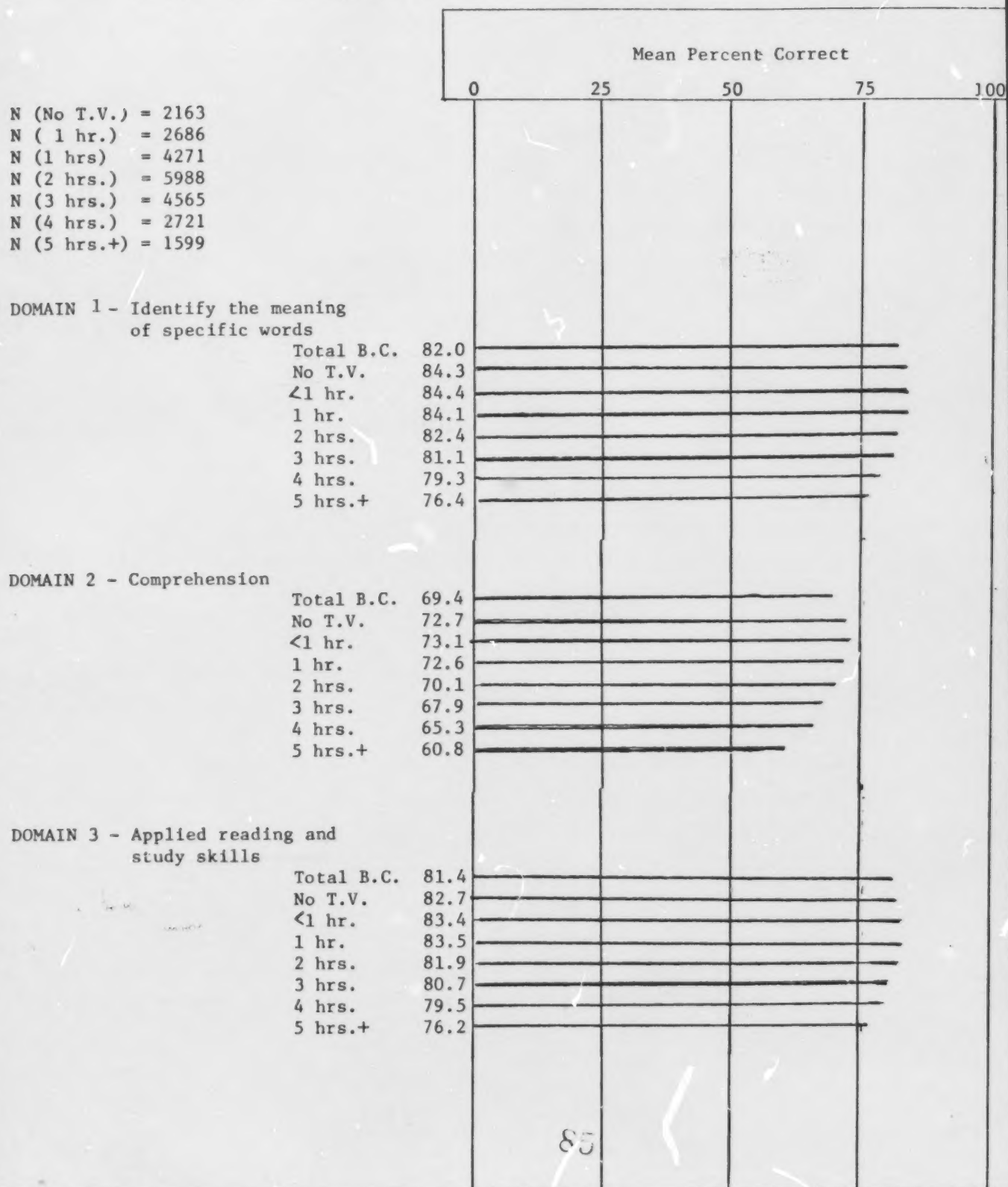


FIGURE 12B

GRADE 12
 READING PERFORMANCE AS A FUNCTION OF HOURS OF T.V. WATCHED



Frequency of Newspaper Reading: Grade 8 Students

The ultimate goal of any reading program is the application of acquired skills to the world outside the classroom. One area where one might hope to find reading ability being put to use is in the reading of daily newspapers. Figure 13A shows the frequency of newspaper reading. Figure 13B shows reading performance according to the frequency of newspaper reading.

Discussion

Figure 13B indicates that almost half the Grade 8 students report that they read the paper at least three or four times a week or even more frequently. However, the same results indicate that over 25% read the newspaper only once a month or less frequently. One wonders whether this is the same group that reports they watch five or more hours of T.V. daily (Figure 11A). Unfortunately, the present data do not provide this information.

The results shown in Figure 13B indicate a clear and consistent relationship between frequency of newspaper reading and reading ability. Students who report that they read the newspaper three to four times a week or more frequently score slightly above the provincial mean. Students who report that they read the newspaper once a week score very close to the provincial mean, sometimes slightly above and sometimes slightly below. Students who report that they read the newspaper once a month or hardly ever score consistently below the provincial mean.

The data in no way indicate causality. It may well be that the practice gained during the reading of newspapers increases reading ability but equally it may be the case that competent readers turn to printed sources of information more often than less skilled readers do. It is also entirely possible that a reciprocal relationship exists. Successful readers seek out printed information and thus become more proficient at reading while less able readers avoid reading whenever possible and thus fall farther behind.

For want of any better information it would seem that if teachers can get less able readers to behave the way good readers do, then it is possible that the poor readers will improve in their reading ability. Thus, it would seem fruitful for teachers to use whatever means are at their disposal to encourage all students to read newspapers at least three or four times a week.

FIGURE 13A

GRADE 8

FREQUENCY OF NEWSPAPER READING

N(Usually Every Day)	=10686	(25.6%)
N(3-4 times per week)	= 9500	(22.8%)
N(Once a week)	= 9464	(22.7%)
N(Once a month)	= 1969	(4.7%)
N(Hardly Ever)	= 9576	(23.0%)

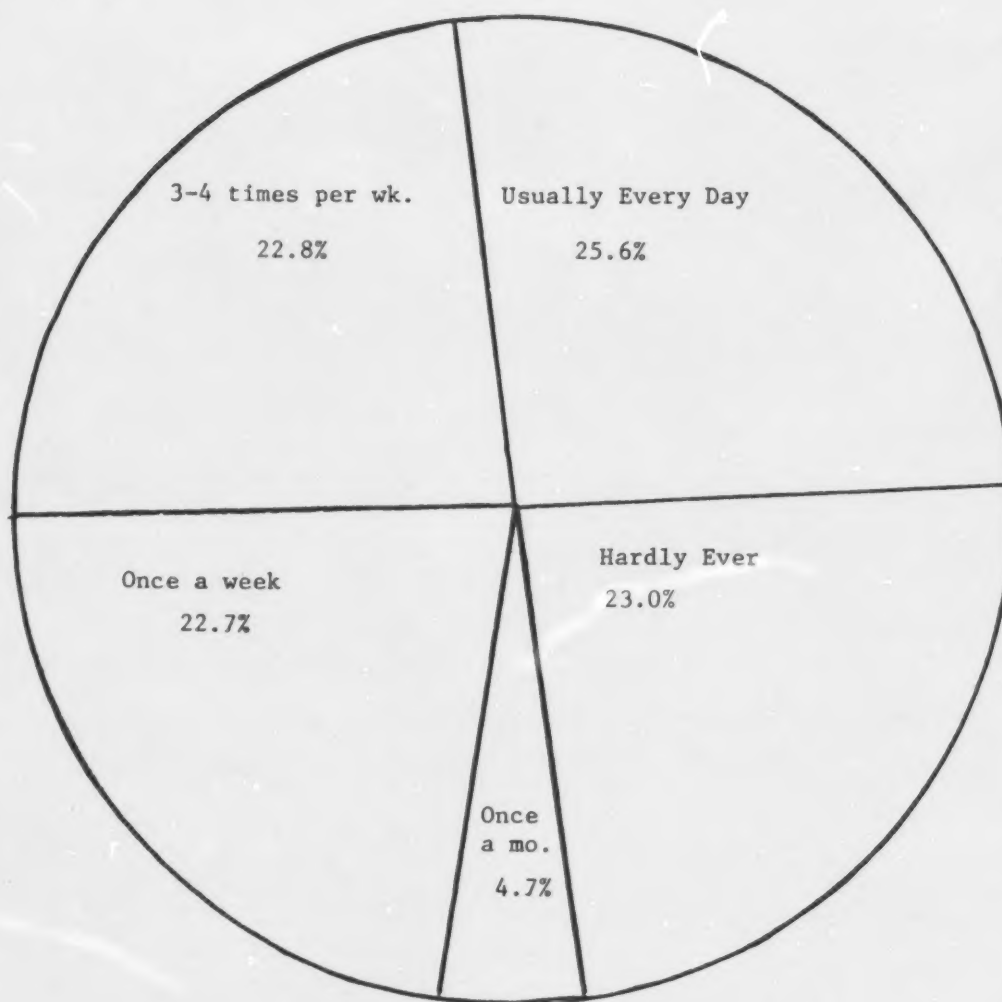
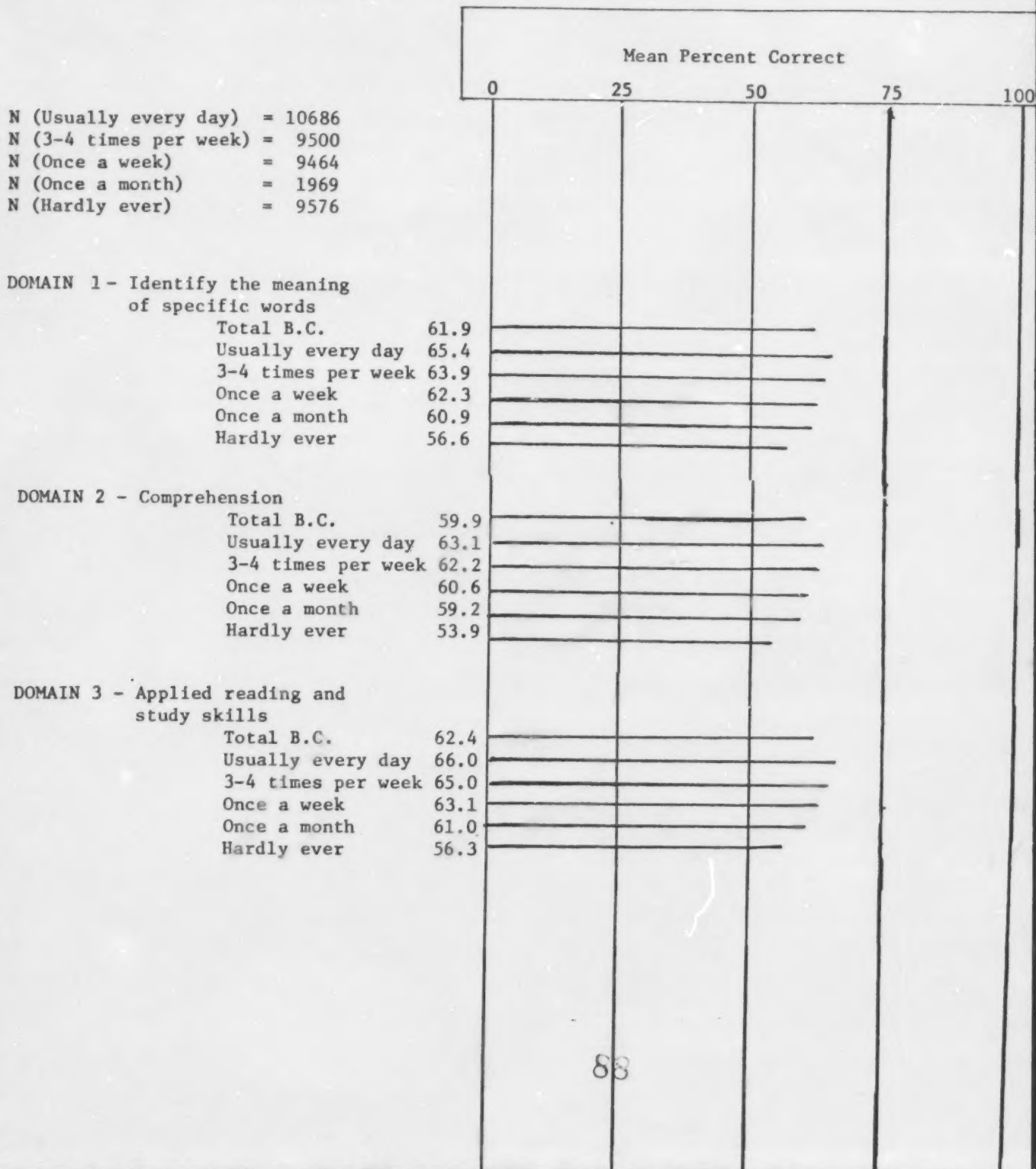


FIGURE 13B

GRADE 8
READING AS A FUNCTION OF FREQUENCY OF NEWSPAPER READING



Frequency of Newspaper Reading: Grade 12 Students

Figure 14A presents the frequency of newspaper reading reported by Grade 12 students. Figure 14B presents the reading achievement results according to the frequency of reading newspapers.

Discussion

The results in Figure 14A suggest that the majority of Grade 12 students regularly consult newspapers in that more than 62% of them report that they read them three or four times a week or with greater frequency. Almost 15% might be regarded as minimal users of newspapers. A comparison of the Grade 8 and Grade 12 results suggests that the moderate and lower Grade 8 users increase the frequency of newspaper reading as they grow older.

The results in Figure 14B indicate that higher achievement is associated with greater frequency of newspaper reading but that the differences among groups who report any regular reading are, by and large, rather small and probably educationally insignificant. A noticeable drop-off occurs for the group reporting that they hardly ever read newspapers. These patterns suggest a ceiling effect may be in operation. If some reciprocal relationship between reading achievement and newspaper reading exists, then it would account for the pronounced curves noted for the Grade 8 students. But reading levels demanded for success at the Grade 12 level are, in many cases, in excess of the reading levels demanded by many parts of the daily newspapers. Thus, any benefit that might be derived from reading them regularly at the Grade 8 level tends to be obscured by the increased demands at the Grade 12 level.

Recommendations

1. Based on the information in Figures 13B and 14B, it is recommended that teachers in all subject areas explore ways in which their students may acquire the habit of reading newspapers at least three or four times a week.

FIGURE 14A

GRADE 12

FREQUENCY OF NEWSPAPER READING

N(Usually Every Day)	= 9358 (38.7%)
N(3-4 times per week)	= 5833 (24.1%)
N(Once a week)	= 5252 (21.7%)
N(Once a month)	= 831 (3.4%)
N(Hardly ever)	= 2741 (11.3%)

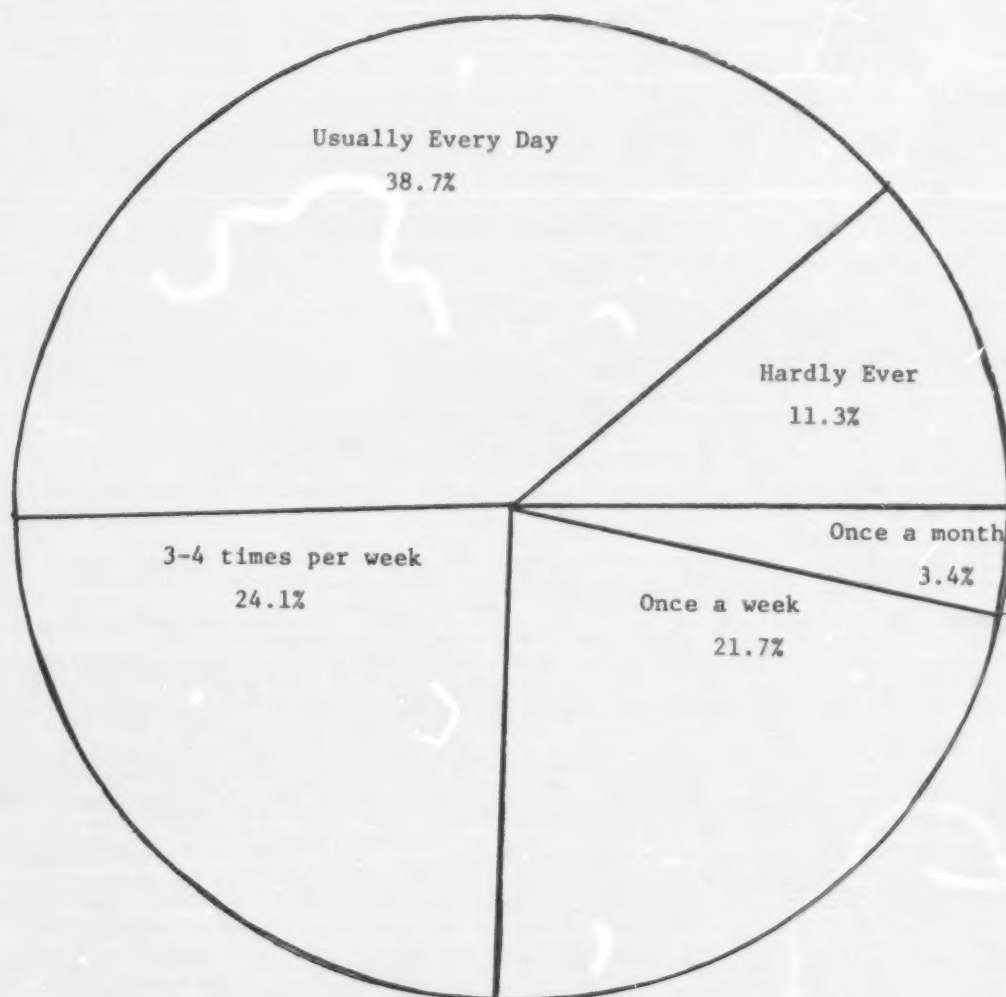
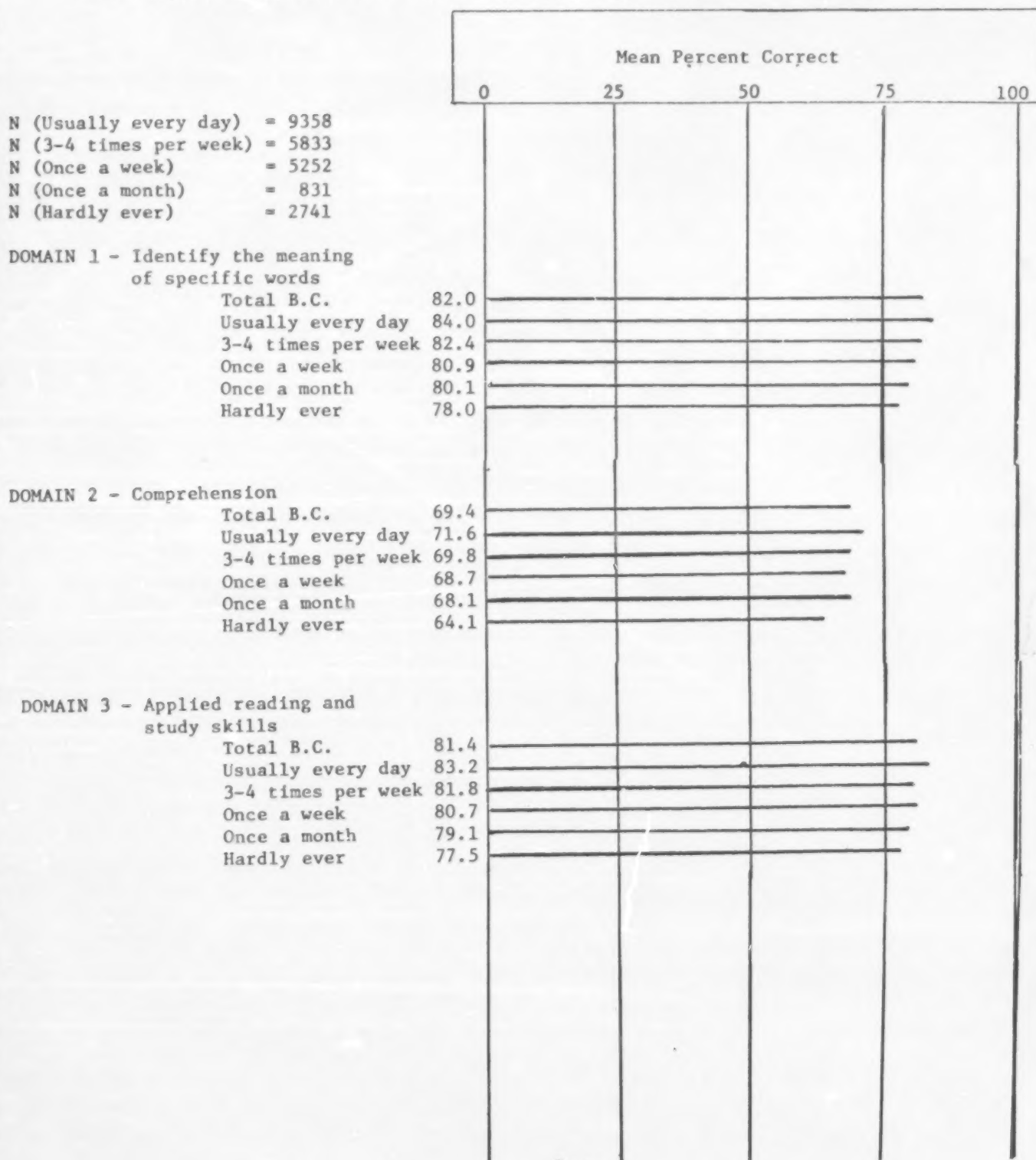


FIGURE 14B

GRADE 12
READING PERFORMANCE AS A FUNCTION OF THE FREQUENCY OF READING NEWSPAPERS



Frequency of Reading Magazine Articles: Grade 8 Students

Like the habitual reading of newspapers, the regular reading of magazines would be one of the desired behaviours brought about by a successful reading program. However, the range of magazines available is wider than that of newspapers. Magazines vary in content from serious scientific and philosophical treatises to superficial, pictorial trivia. A successful reading program will produce not only competent but also discriminating readers. Figure 15A shows the frequency of magazine reading. Figure 15B shows reading performance according to the frequency with which magazine articles are read.

Discussion

The results presented in Figure 15A show that over a quarter of the Grade 8 population report that they hardly ever read magazines. Once again it would be valuable to know if this includes the group who also report heavy T.V. viewing and negligible newspaper reading. Over 50% of the students responding report that they read magazine articles rather moderately, either once or twice a week or once a month. A minority (17.5%) report that they read magazine articles three or four times a week.

In contrast to the relationship with newspaper reading (Figures 15A & 15B), reading performance does not increase as magazine article reading increases. Rather, there is a consistent curvilinear relationship. Students who report they hardly ever read magazine articles score the lowest of the students in four categories. Students reporting moderate reading, once or twice a week, or once a month, score very close to each other, and to the provincial mean. Students who report the heaviest reading of magazine articles, three or four times a week, score below the provincial mean but higher than the students in the "hardly ever" group.

One can only speculate as to the reasons for this interesting relationship. It may be that students who report the most frequent reading of magazines are in fact reading highly specialized or trivial and unchallenging material which has little beneficial effect on their reading performance but successfully keeps them away from more worthwhile material. However, such a hypothesis would have to be tested through a much more detailed analysis of students' reading habits. The present data indicate that such an investigation would provide valuable information for teachers concerned with developing discriminating readers.

FIGURE 15A

GRADE 8

FREQUENCY OF READING MAGAZINE ARTICLES

N(Hardly ever) = 11460 (27.5%)
N(Once a month) = 7284 (17.5%)
N(Once or twice a week) = 15075 (36.2%)
N(Three or four times a week) = 7298 (17.5%)

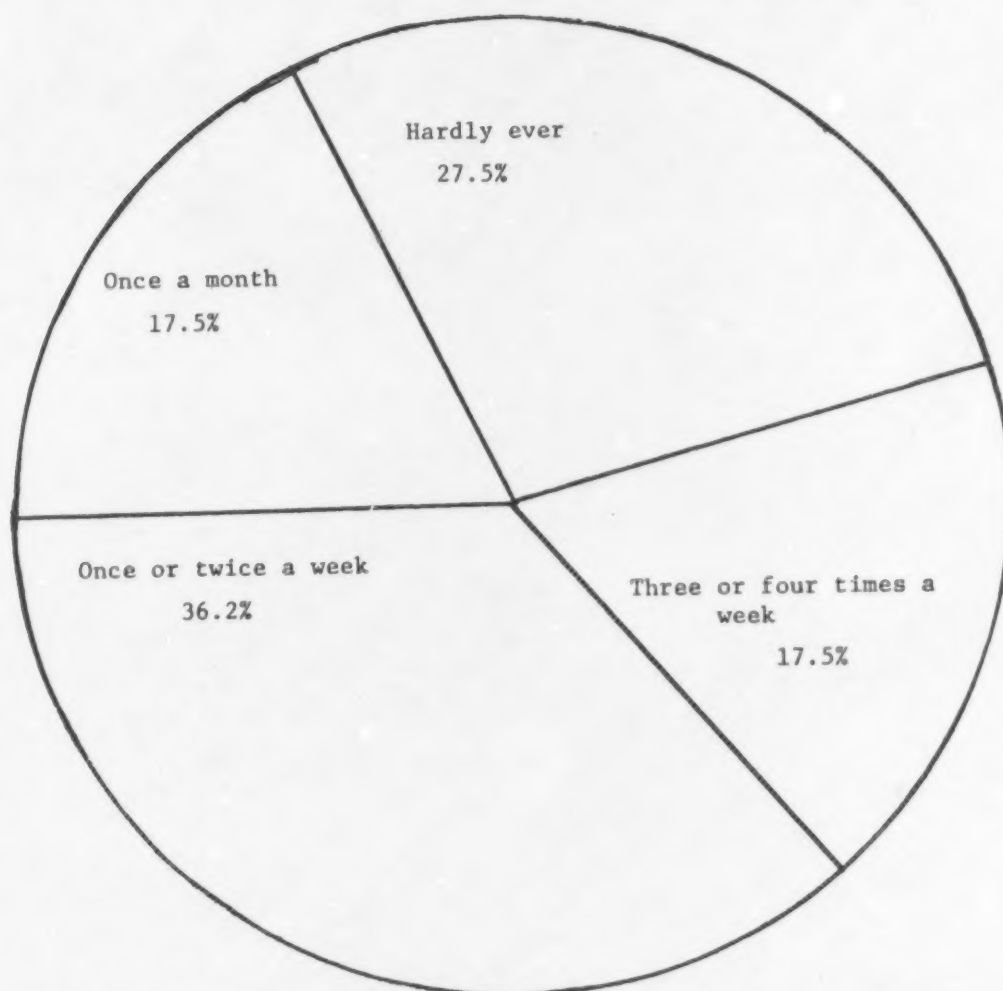
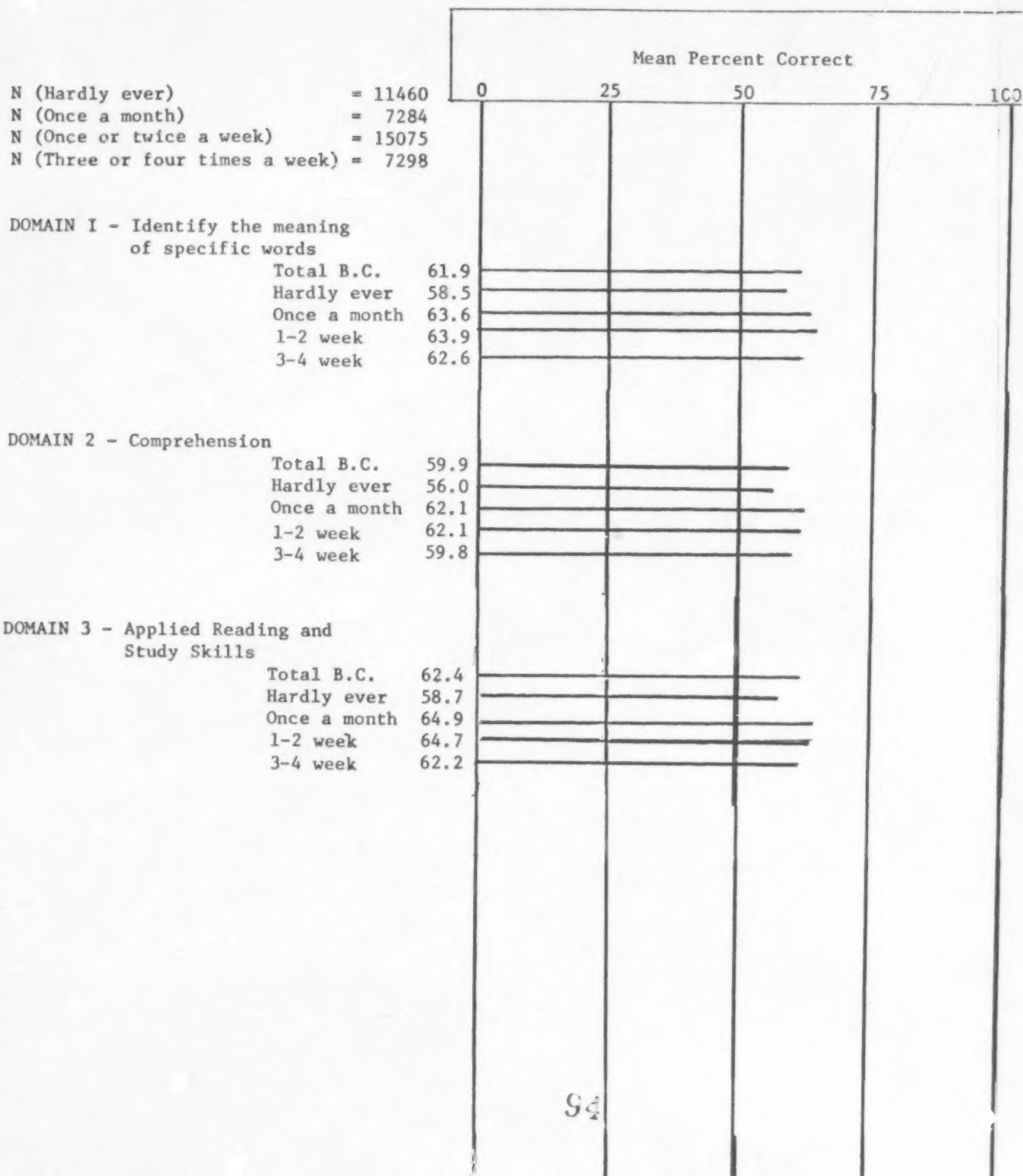


FIGURE 15B

GRADE 8
READING PERFORMANCE AS A FUNCTION OF READING MAGAZINE ARTICLES



The Frequency of Reading Magazine Articles by Grade 12 Students

The frequency of reading magazine articles is presented in Figure 16A. The reading results according to the reported frequency of reading magazine articles are presented in Figure 16B.

Discussion

Grade 12 students can perhaps best be described as moderate to infrequent users of magazines. Almost half report they read magazine articles only once or twice a week while a further 32.7% read them only once a month or less frequently. A substantial minority (20.7%) appear to be regular readers of magazines.

The results in Figure 16B show a consistent and direct relationship between reported frequency of reading magazine articles and reading achievement. This pattern differs from that observed for the Grade 8 students where heavy use (3-4 times a week) is associated with a drop in mean reading performance. This discrepancy between Grade 8 and Grade 12 students emphasises the need for an in-depth study into the nature of the reading preferences of secondary school students. It is possible that the wider range of available reading permits the older students continued opportunity for growth in reading ability but such a hypothesis could only be tested in a more detailed study.

FIGURE 16A

GRADE 12

FREQUENCY OF READING MAGAZINE ARTICLES

N(Hardly ever)	= 3511 (14.5%)
N(Once a month)	= 4395 (18.2%)
N(Once or twice a week)	= 11083 (45.8%)
N(Three or four times a week)	= 5013 (20.7%)

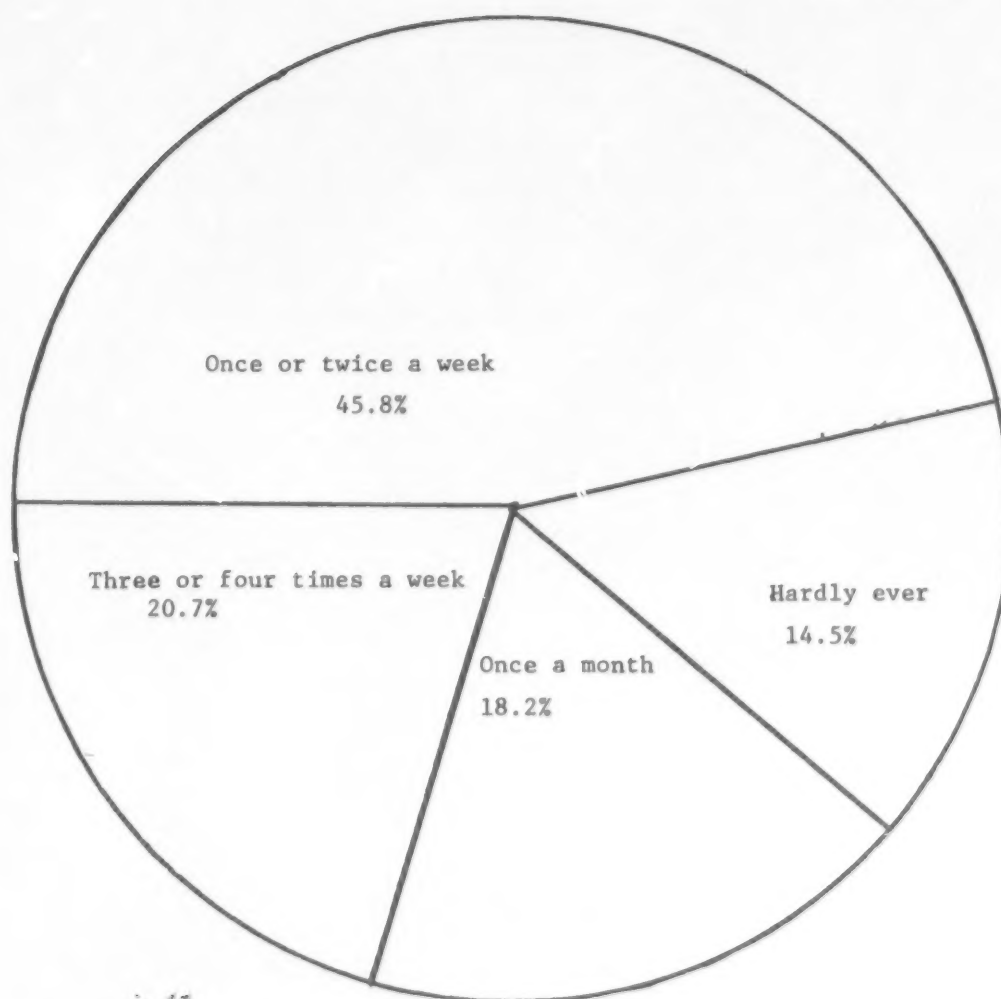
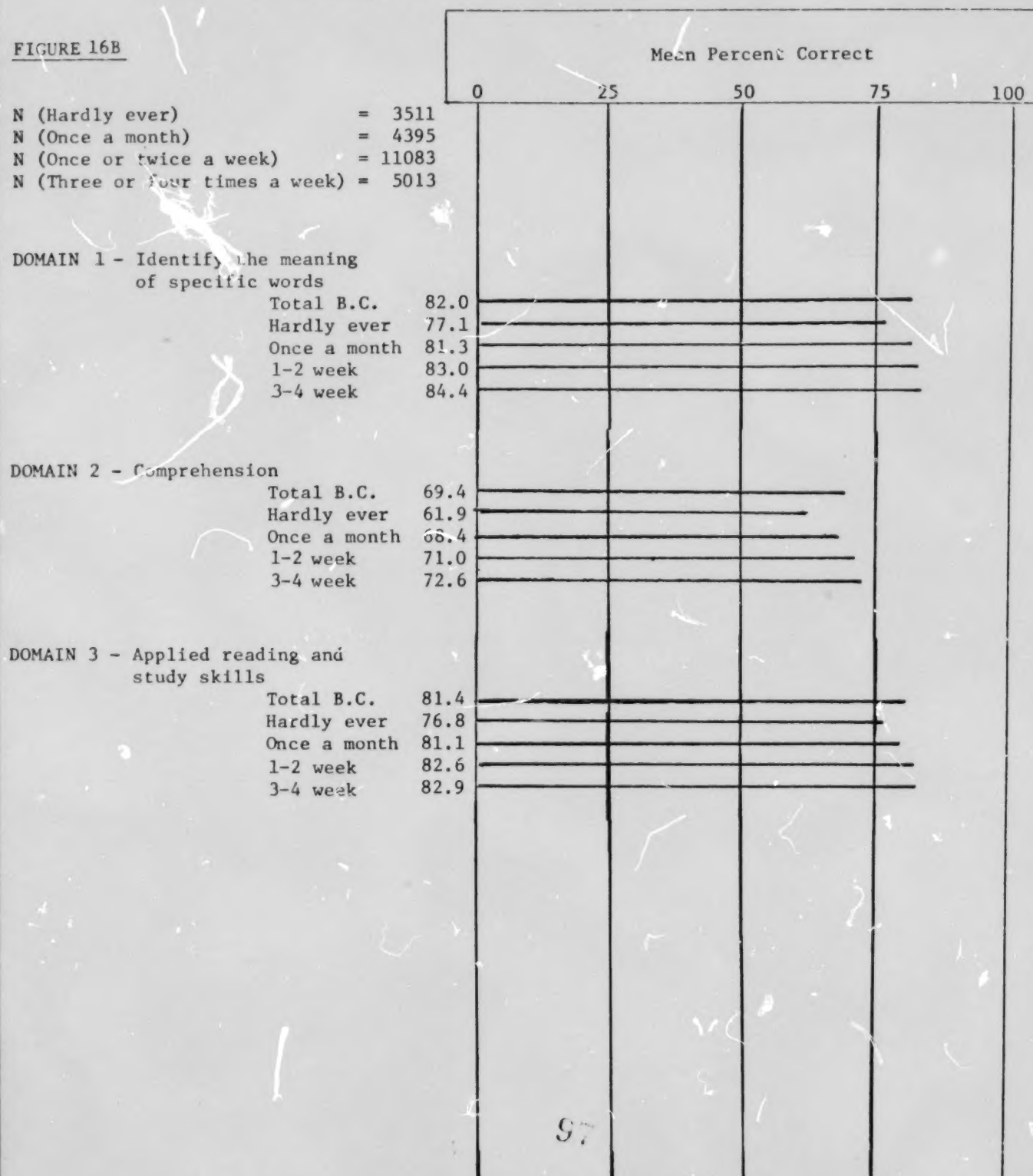


FIGURE 16B

GRADE 12
READING PERFORMANCE AS A FUNCTION OF READING MAGAZINE ARTICLES

FIGURE 16B



The Number of Books Read: Grade 8 Students

Producing students who read books habitually is obviously an important outcome of a reading program. To determine the extent of the use of books the students were asked to indicate how many books they read over a given period of time. Figure 17A shows the number of students who read a given number of books. Figure 17B shows reading performance according to the number of books read.

Discussion

The results show that over 25% of the students report that they read five or fewer books per year. Once again it would be valuable to know if this group of virtual non-readers is the same as the one reporting heavy T.V. viewing, heavy magazine reading and negligible newspaper and magazine reading. Unfortunately, the present data do not reveal this information. Rather more than 21% of the students report that they read one book or more per week and can probably be regarded as habitual readers.

The results in Figure 17B show a clear, consistent and linear relationship between the number of books read and reading performance. Once again the usual cautions regarding correlation and causation must be observed. The data may reflect nothing more than the unsurprising observation that good readers report that they read books more frequently than less able readers do. However, it must be borne in mind that reading is a skill and skills improve with practice. It seems most probable that a reciprocal relationship exists between reading skill and reading habits. Students who learn to read easily turn more readily to all forms of printed information, including books, while less able readers, finding the process of acquisition difficult and the experience of application frustrating, tend to avoid reading whenever possible.

The present data point to the same conclusions and implications as those drawn from the data on newspaper reading, namely, that for want of better data it seems that it would be valuable for teachers to endeavor to get all students to behave like good readers. Thus, they need to explore every means possible to encourage the reading of books at least as frequently as one per week.

FIGURE 17A

GRADE 8

NUMBER OF BOOKS READ

N(0-2 per yr.) = 4879 (11.7%)
N(3-5 per yr.) = 6559 (15.7%)
N(6-8 per yr.) = 6047 (14.5%)
N(1 per mo.) = 6927 (16.6%)
N(2 per mo.) = 7794 (18.7%)
N(1 per wk.) = 4696 (11.3%)
N(>1 per wk.) = 4242 (10.2%)

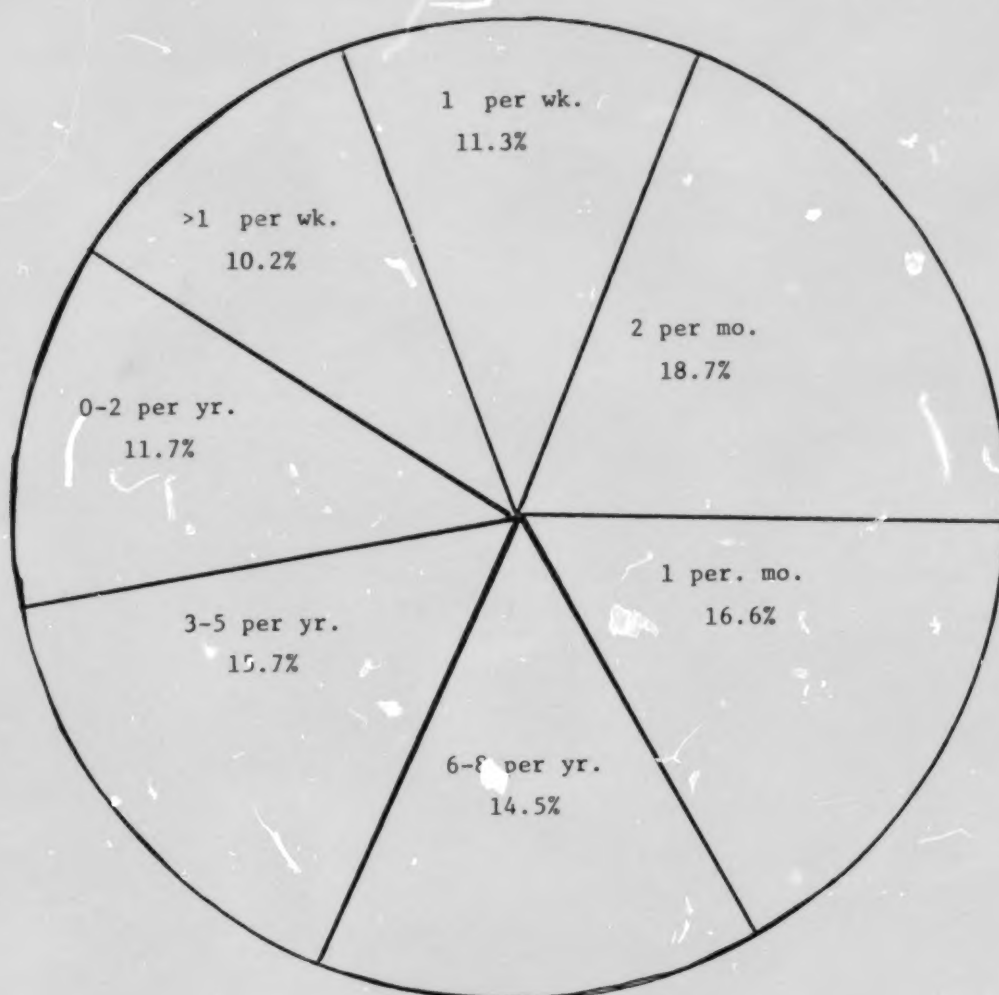


FIGURE 17B

GRADE 8
PERFORMANCE AS A FUNCTION OF THE NUMBER OF BOOKS READ

N (0-2 per year) = 4879
 N (3-5 per year) = 6559
 N (6-8 per year) = 6047
 N (1 per month) = 6927
 N (2 per month) = 7794
 N (1 per week) = 4696
 N (>1 per week) = 4242

DOMAIN 1 - Identify the meaning
of specific words

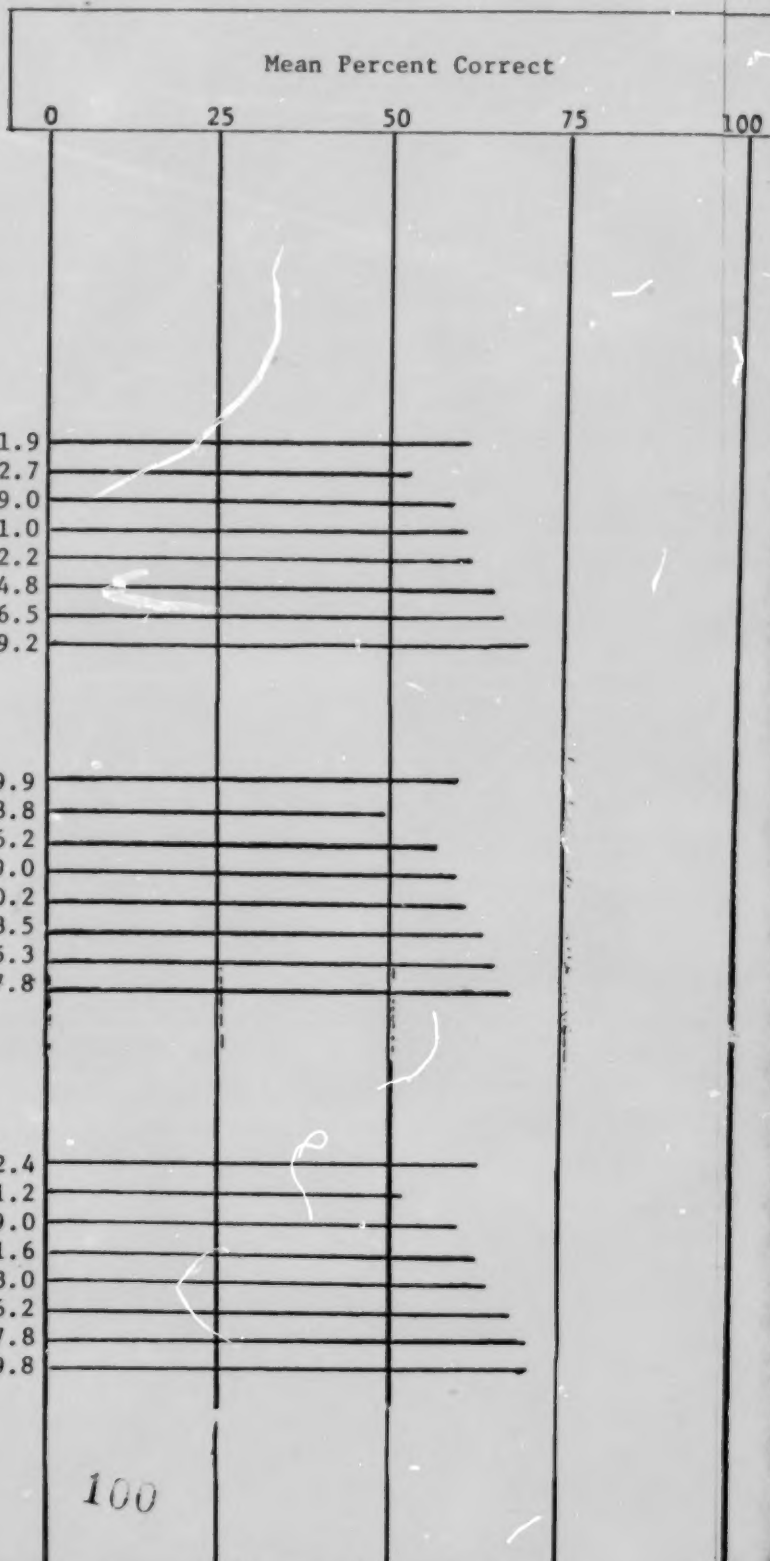
Total B.C.	61.9
0-2 per year	52.7
3-5 per year	59.0
6-8 per year	61.0
1 per month	62.2
2 per month	64.8
1 per week	66.5
>1 per week	69.2

DOMAIN 2 - Comprehension

Total B.C.	59.9
0-2 per year	48.8
3-5 per year	56.2
6-8 per year	59.0
1 per month	60.2
2 per month	63.5
1 per week	65.3
>1 per week	67.8

DOMAIN 3 - Applied reading and
study skills

Total B.C.	62.4
0-2 per year	51.2
3-5 per year	59.0
6-8 per year	61.6
1 per month	63.0
2 per month	66.2
1 per week	67.8
>1 per week	69.8



The Number of Books Read by Grade 12 Students

The number of books reported are presented in Figure 18A while reading performance according the number of books read are presented in Figures 18B, 18C and 18D.*

Discussion

About 14% of the Grade 12 population might be described as habitual readers in that they report that they read at least one book or more per week. Almost 30% might be described as moderate readers in that they read one or two books a month. The remaining 5 groups (56% or more) must be regarded as minimal book users. If habitual reading is held as an outcome for a successful educational program then the present data must provide the basis of concern since this important goal is not being achieved for more than half of the Grade 12 population.

The data in Figures 18B, 18C and 18D reflect a complex but interesting relationship between the number of books reported as having been read and reading achievement. Unlike the results for the Grade 8 students where a simple linear relationship existed, the relationship for the Grade 12 students varies from Domain to Domain and Objective to Objective. In Domain 1, performance increases with the number of books read until the 2 per month rate is reached, whereupon no further improvement in performance is noted. In Objectives 1.1, 1.2 and 1.3 a similar relationship exists except that the students who read most frequently do not always get the highest or consistently high scores. These results may indicate the limitations of word identification skills. A continuing increase in overall reading ability is not necessarily associated with increased word identification abilities. At some point a basic ability in word identification is sufficient and growth in reading ability occurs in other areas.

The results from Domain 2 which dealt with comprehension indicate where this continued growth may be taking place. In Domain 2 (Figure 18C) there is a linear relationship between the number of books read and reading performance except an increase in frequency of more than one book per week is not associated

* Because the data do not follow identical patterns for each Objective and Domain, performance in each Domain and each Objective has been included in this section.

with any further improvement in performance in this Domain. These results suggest that the important avenues for growth in reading be in areas of comprehension although the present data do not specify causality. It may be that habitual reading results in improved comprehension abilities but equally it may be that continuing growth in understanding what is read is an influential factor in directing students towards the reading of books.

The results in Domain 3 vary with the Objective: in the overall Domain an increase in the number of books read is associated with an increase in reading achievement up to the rate of two books per month where performance levels off except for a minor drop at more than one book per week. This decrease is most unlikely to be educationally significant. The really interesting results are to be seen in comparing the Objectives that make up Domain 3. The achievement patterns for Objective 3.1 and 3.2 are irregular while the patterns for Objectives 3.3, 3.4 and 3.5 tend to be linear. The latter Objectives require more complex thinking. Thus, the Objectives in Domain 3 reflect the same limitation effect as was suggested in comparing Domains 1 and 2, namely, that activities such as filling out application forms and using the dictionary require only a limited amount of ability and increased reading ability does not improve one's performance on these tasks. On the other hand, sorting out detailed information in classified advertisements, evaluating slippery statements in descriptive advertisements or ascertaining facts in newspaper stories require more cognitive skills which may indeed become better developed through habitual reading.

Recommendations

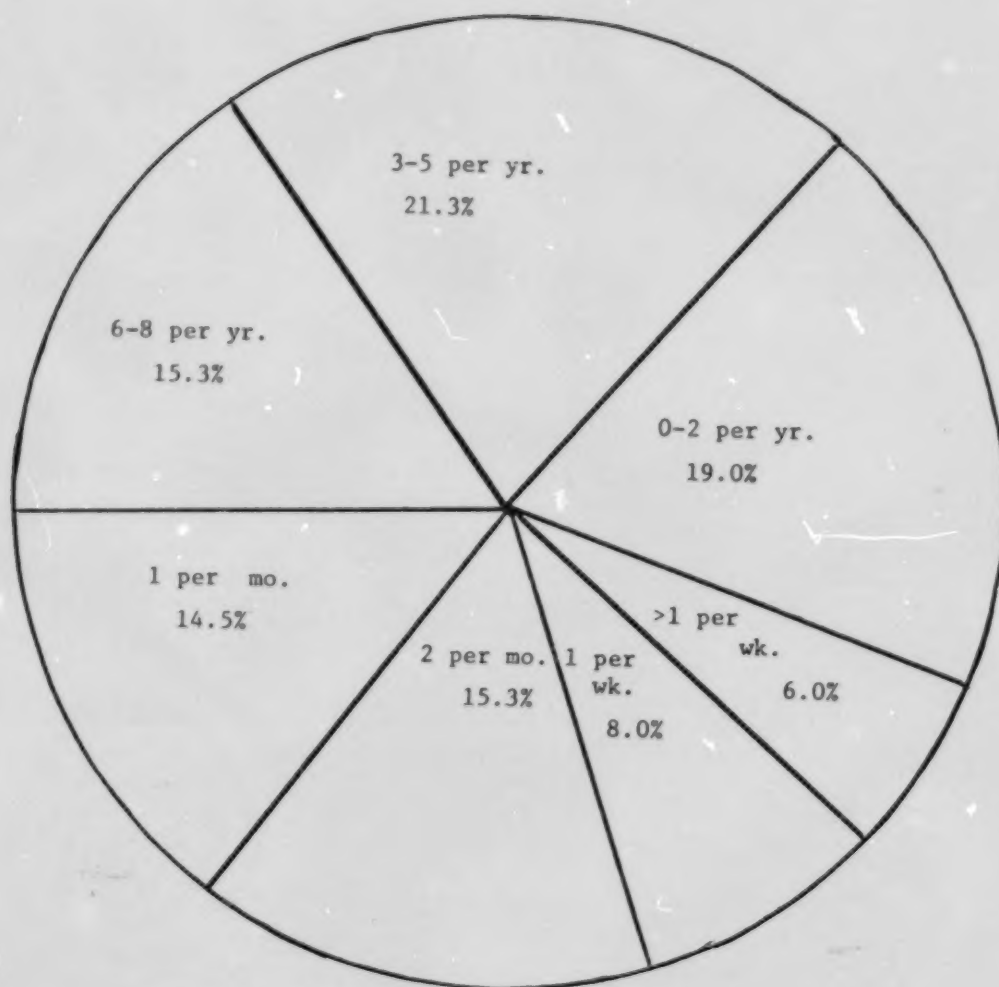
1. Based on the data in Figures 18B, 18C and 18D, it is recommended that teachers explore every means possible to encourage every student to become an habitual reader at least to the extent of one or two books per week.
2. Based on the data in Figures 18B, 18C and 18D, it is recommended that teachers of senior secondary students recognize: (1) that continued practice of basic reading skills beyond an optimum point is not associated with increased reading ability and (2) that increased reading ability at the senior secondary level does appear to be associated with improvement in more complex thinking in the area of comprehension.
3. Based on the data in Figures 13B, 14B, 15B, 16B, 17B, 18B, 18C and 18D, it is recommended that a more detailed study be undertaken to examine the type, frequency and effect of reading undertaken by secondary school students.

FIGURE 18A

GRADE 12

NUMBER OF BOOKS READ

N(0-2 per yr.) = 4,600 (19.0%)
 N(3-5 per yr.) = 5,147 (21.3%)
 N(6-8 per yr.) = 3,712 (15.3%)
 N(1 per mo.) = 3,520 (14.5%)
 N(2 per mo.) = 3,703 (15.3%)
 N(1 per wk.) = 1,945 (8.0%)
 N(>1 per wk.) = 1,458 (6.0%)



GRADE 12
PERFORMANCE AS A FUNCTION OF THE NUMBER OF BOOKS READ

N (0-2 per year) = 4600
N (3-5 per year) = 5147
N (6-8 per year) = 3712
N (1 per month) = 3520
N (2 per month) = 3703
N (1 per week) = 1945
N (1 per week) = 1458

DOMAIN 1 - Identify the meaning
of specific words

	Total B.C.	0-2 per year	3-5 per year	6-8 per year	1 per month	2 per month	1 per week	> 1 per week
	82.0	76.0	80.2	82.9	83.2	86.0	86.9	86.9

Objectives

1.1 Structural Analysis

	Total B.C.	0-2 per year	3-5 per year	6-8 per year	1 per month	2 per month	1 per week	> 1 per week
	84.5	81.0	83.8	85.5	85.1	86.8	87.1	85.9

1.2 Semantics - context

	Total B.C.	0-2 per year	3-5 per year	6-8 per year	1 per month	2 per month	1 per week	> 1 per week
	79.5	72.1	77.1	80.4	80.7	84.5	85.6	86.5

1.3 Semantics - synonyms

	Total B.C.	0-2 per year	3-5 per year	6-8 per year	1 per month	2 per month	1 per week	> 1 per week
	79.5	72.1	77.1	80.4	80.7	84.5	85.6	86.5

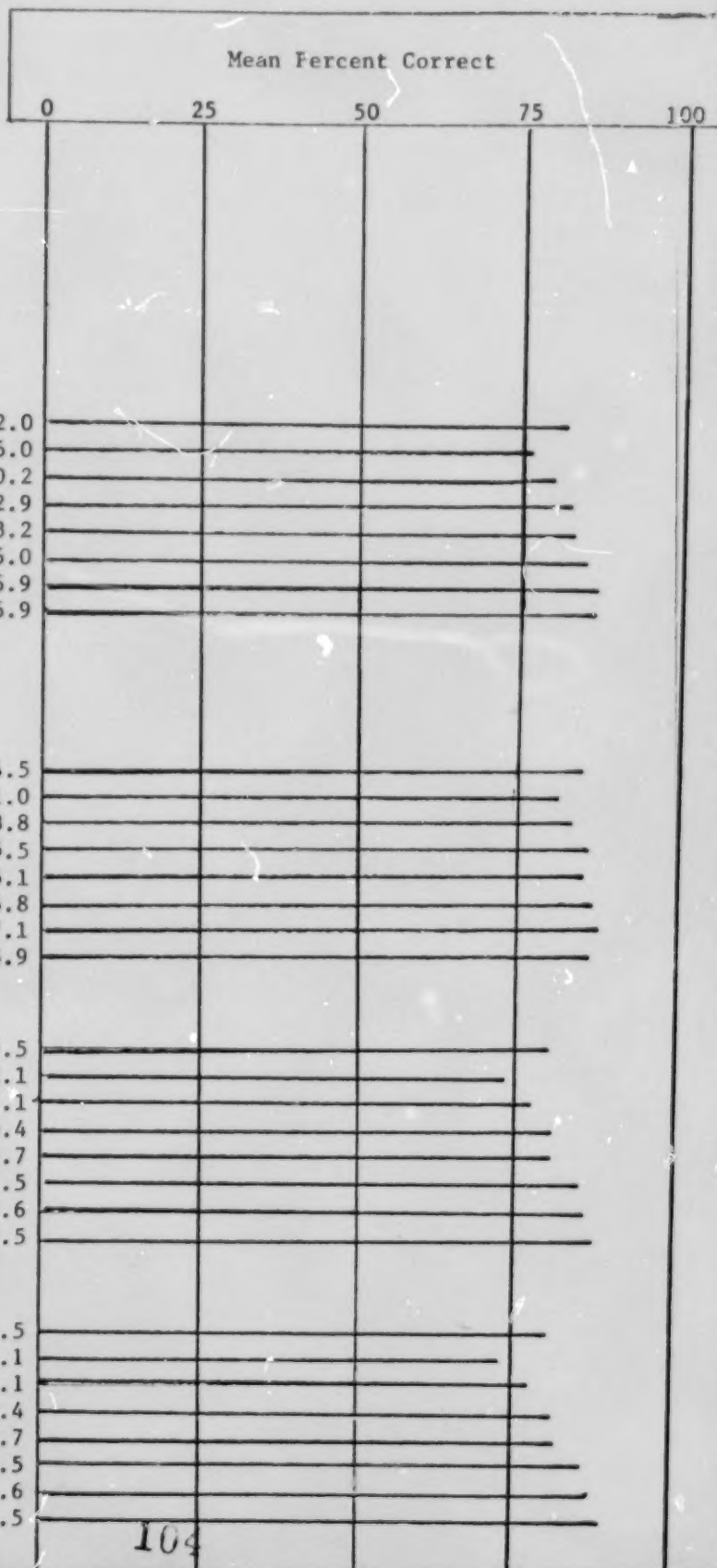


FIGURE 18C

GRADE 12
PERFORMANCE AS A FUNCTION OF THE NUMBER OF BOOKS READ

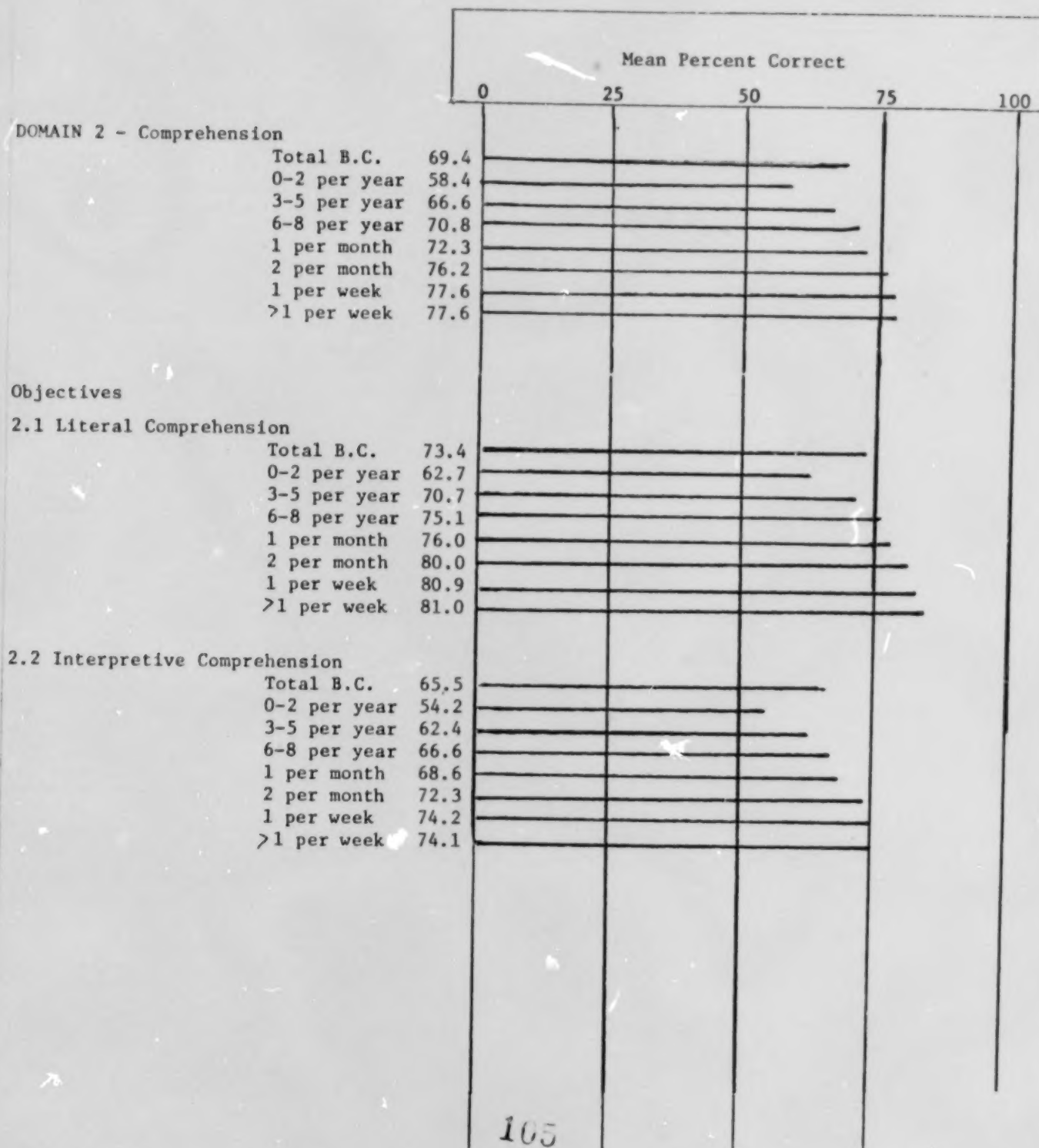


FIGURE 18D

GRADE 12

PERFORMANCE AS A FUNCTION OF THE NUMBER OF BOOKS READ

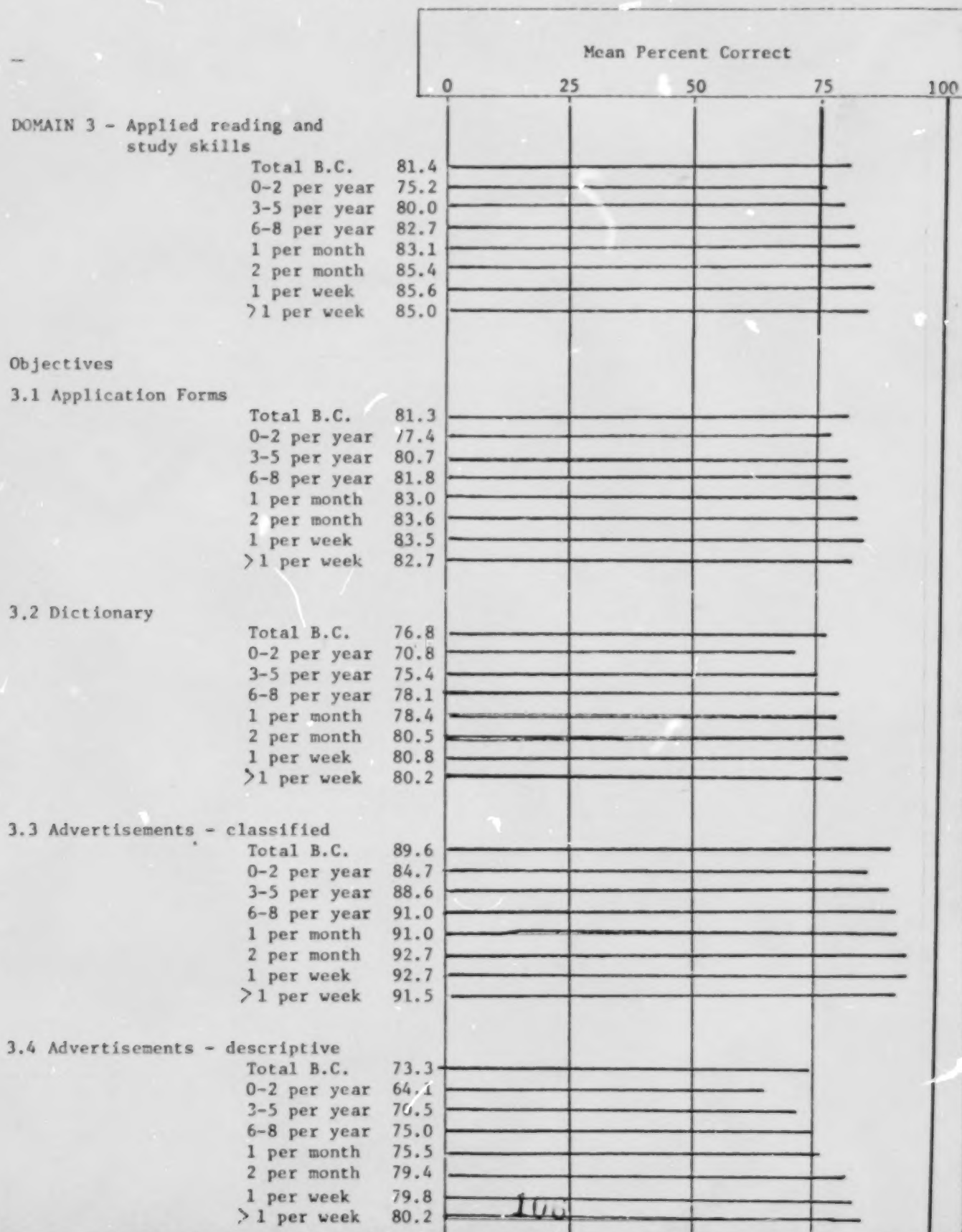
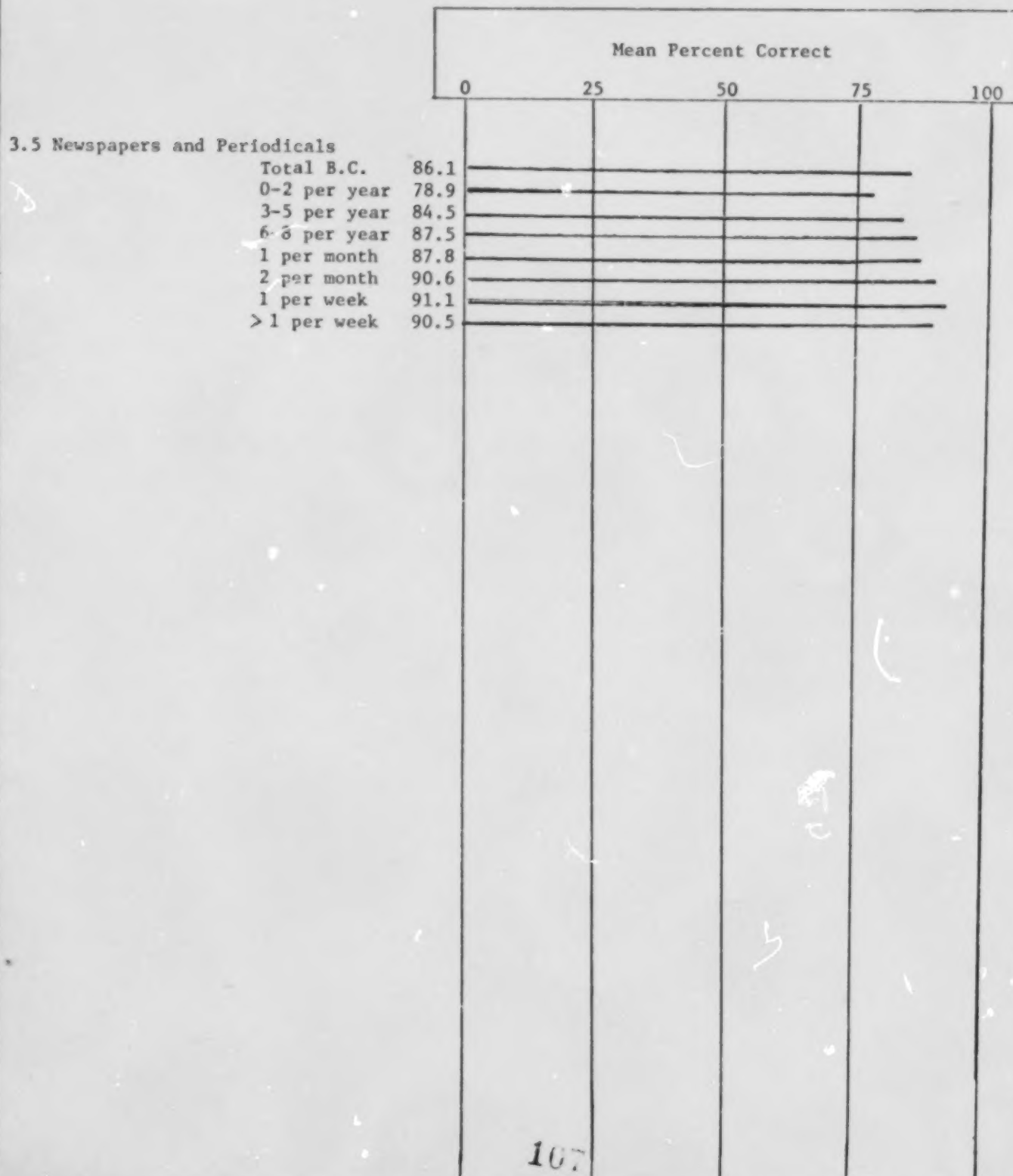


FIGURE 18D CONTINUED

GRADE 12

PERFORMANCE AS A FUNCTION OF THE NUMBER OF BOOKS READ



Father or Guardian's Occupation: Grade 12

The home background that a student comes from has always been recognized as having an influence on his or her progress in school. An important feature of a student's home background is the occupation of the student's father or guardian. The distribution of the father or guardian's occupation is presented in Figure 19A. The reading achievement results according to occupational categories are presented in Figure 19B.

Discussion

In general, those students whose fathers have occupations that put them in the professional/managerial groups or sales/technical/transport groups tend to achieve better than those whose fathers' occupations are categorized as clerical/skilled/farmer/semi-skilled/service or unskilled/mining/logging/fishing/farm work. Students whose fathers' occupations fell into the unskilled category achieve consistently and significantly below the provincial mean for every Domain and every Objective. These results reinforce the observation that a student's home background is related to success in educational performance, in the present case, reading achievement.

If these findings are confirmed by further study then they should provide a basis for considerable concern, since the present data suggest that our present school system may be biased in favour of students from homes of higher socio-economic status. However, it should be borne in mind that the observed differences among the various occupational groups were quite small. It is perhaps surprising that the differences are no greater in view of the almost universal observation that students from high economic levels tend to experience more success in school. It may well be that the principle of equity, rather than equality, should be invoked in educational planning in the future.

FIGURE 19A

GRADE 12

OCCUPATIONAL CATEGORY OF THE FATHER OR GUARDIAN

N(Professional/Manager)	=	7672 (38.2%)
N(Sales/Technical/Transport)	=	2481 (12.4%)
N(Clerical/Skilled/Farmer) /Semi Skilled/Service)	=	7408 (36.9%)
N(Unskilled/Mining/Logging/ Fishing/Farm work)	=	2517 (12.5%)

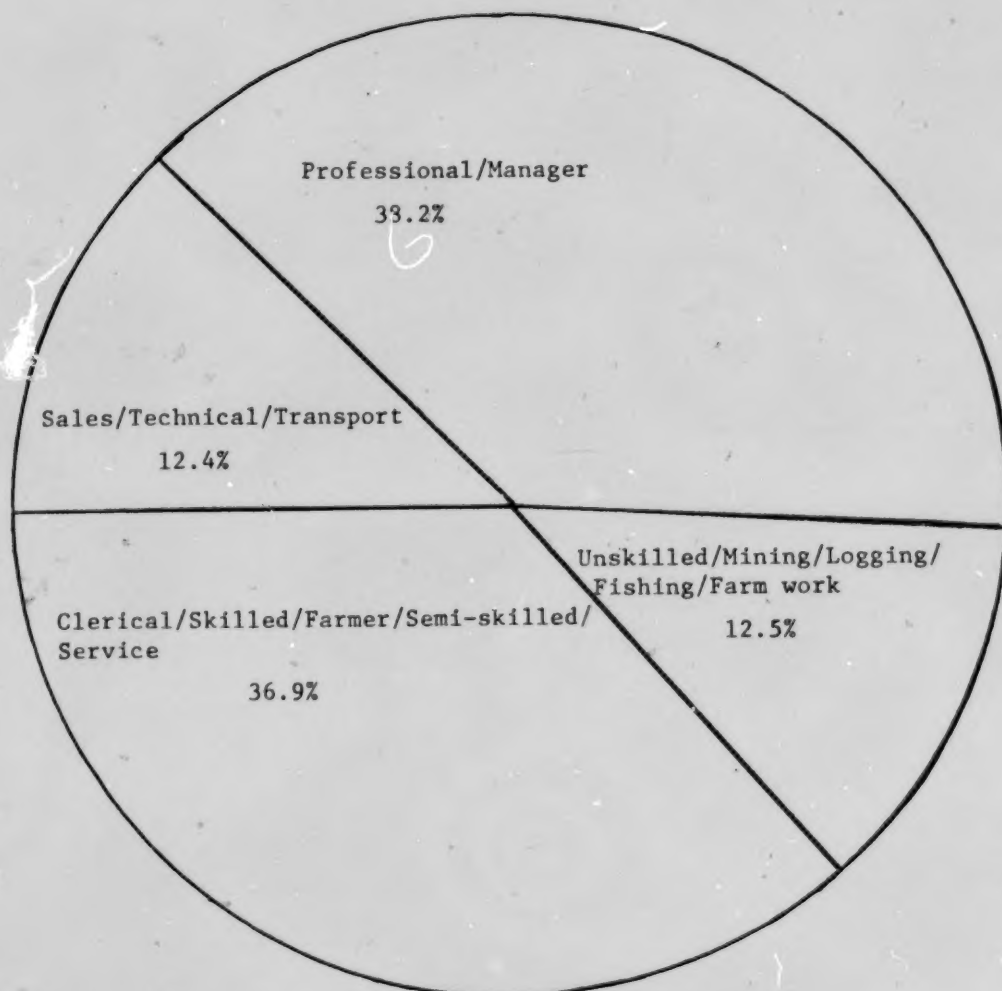


FIGURE 19B

GRADE 12

READING RESULTS AS A FUNCTION OF THE FATHER OR GUARDIAN'S OCCUPATION

FIGURE 19B

N (Professional/Manager) = 7672
 N (Sales/Technical/Transport) = 2481
 N (Clerical/Skilled/Farmer/
 Semi-skilled/Service) = 7408
 N (Unskilled/Mining/Logging
 Fishing/Farm work) = 2517

DOMAIN 1 - Identify the meaning
 of specific words

		Mean Percent Correct				
		0	25	50	75	100
Total B.C.	81.9					
Professional	83.7					
Sales	83.5					
Clerical	82.0					
Unskilled	79.2					

DOMAIN 2 - Comprehension

		Mean Percent Correct				
		0	25	50	75	100
Total B.C.	69.4					
Professional	71.1					
Sales	70.8					
Clerical	69.8					
Unskilled	66.7					

DOMAIN 3 - Applied reading and
 study skills

		Mean Percent Correct				
		0	25	50	75	100
Total B.C.	81.4					
Professional	82.5					
Sales	82.9					
Clerical	81.8					
Unskilled	79.4					

Mother or Guardian's Occupation: Grade 12 Students

Another influential home background variable is the occupation of the mother or guardian. The distribution of the mother or guardian's occupational category is presented in Figure 20A. The reading results according to occupational categories are presented in Figures 20B, 20C, and 20D.*

Discussion

One noticeable feature of the distribution of the mother's occupational category is the fact that over half the mothers are described as homemakers. This large percentage reduces the usefulness of the data since while some trends are noticeable among the other categories, more than 50% of the population are included in a single category which are treated statistically as a group, thus masking any variation that must surely occur in such a large body of individuals.

The data in Figures 20B, 20C and 20D show a consistent superiority in reading achievement for students whose mothers' occupations fall into the professional/managerial category. In general, the remaining occupational categories bear a linear relationship with reading performance except in Figure 20D, Objective 3.1 and 3.2, where the clerical/skilled/farmer/semi-skilled/service group out-perform the sales/technical/transport group. The "homemaker" group scored very close to the provincial mean but this is hardly surprising since it comprised more than half the total population.

The results support the observation made in the preceding section. In general, home background of the student has an important influence on the academic performance of the student. The present data indicate that the occupational category of the mother's occupation can be a significant feature of the student's home background.

* Because the data for each Objective do not always follow the pattern observed in the Domain, complete information for both Domains and Objectives has been provided.

FIGURE 20A

GRADE 12

OCCUPATIONAL CATEGORY OF THE MOTHER OR GUARDIAN

N(Professional/Manager)	=	2,635 (12.7%)
N(Sales/Technical/Transport)	=	1,593 (7.7%)
N(Clerical/Skilled/Farmer/ Semi-Skilled/Service)	=	5,270 (25.4%)
N(Unskilled)	=	687 (3.3%)
N(Homemaker)	=	10,578 (50.9%)

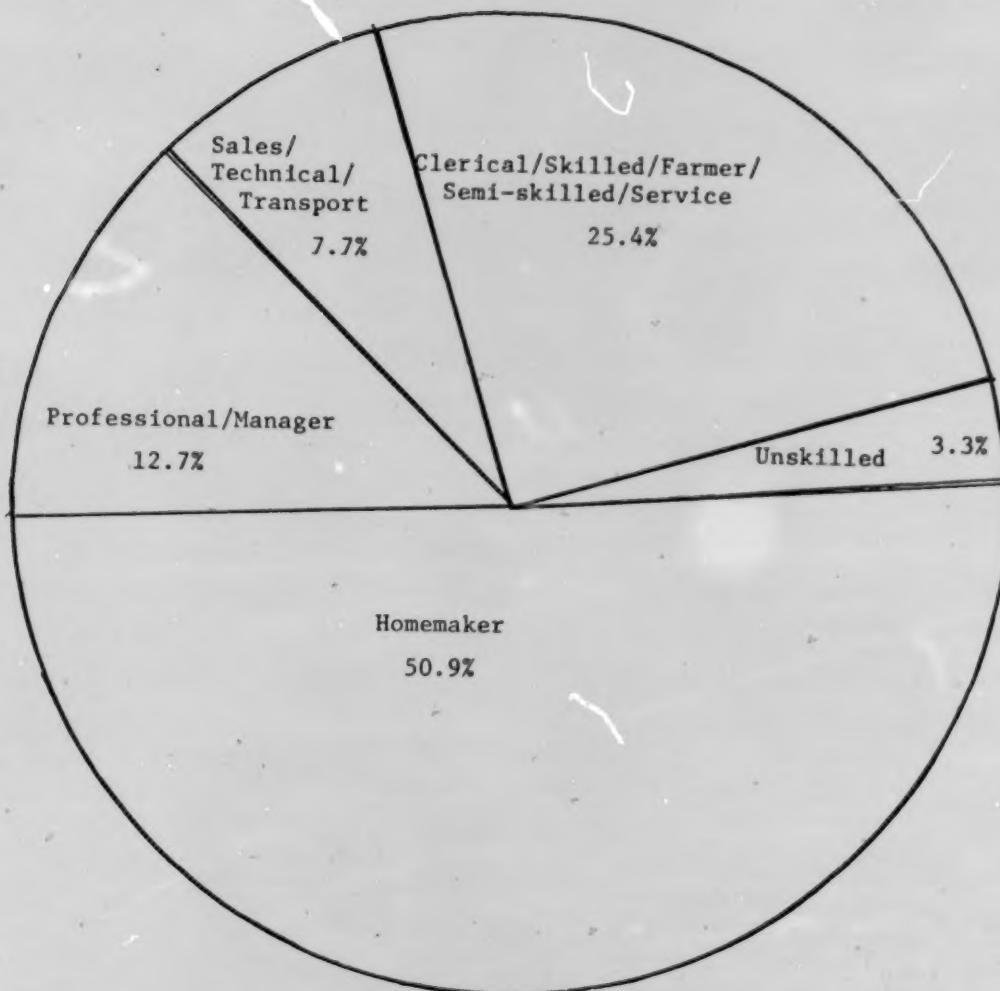


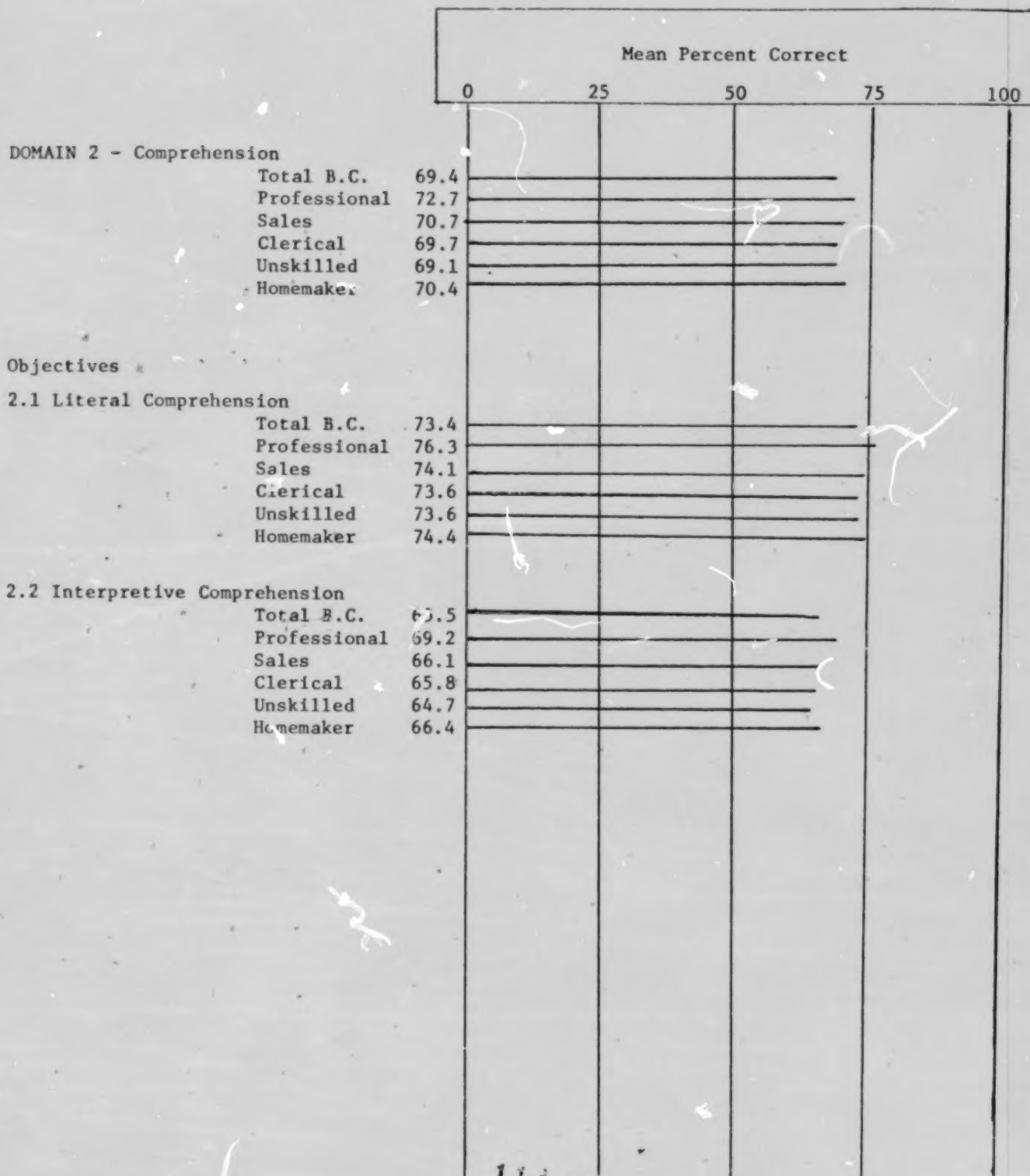
FIGURE 20B

GRADE 12
 READING PERFORMANCE AS A FUNCTION OF THE OCCUPATION OF THE MOTHER OR GUARDIAN

			Mean Percent Correct				
			0	25	50	75	100
N (Professional/Manager)	=	2635					
N (Sales/Technical/Transport)	=	1593					
N (Clerical/Skilled/Farmer Semi-skilled/Service)	=	5270					
N (Unskilled)	=	687					
N (Homemaker)	=	10578					
DOMAIN 1 - Identify the meaning of specific words							
Total B.C.		81.9					
Professional		84.3					
Sales		83.2					
Clerical		82.0					
Unskilled		80.7					
Homemaker		82.8					
Objectives							
1.1 Structural Analysis							
Total B.C.		84.5					
Professional		85.4					
Sales		85.3					
Clerical		84.5					
Unskilled		83.8					
Homemaker		85.4					
1.2 Semantics - context							
Total B.C.		82.0					
Professional		84.6					
Sales		82.6					
Clerical		82.1					
Unskilled		80.6					
Homemaker		82.9					
1.3 Semantics - synonyms							
Total B.C.		79.5					
Professional		83.2					
Sales		81.8					
Clerical		79.7					
Unskilled		77.7					
Homemaker		80.4					

FIGURE 20C

GRADE 12
 READING PERFORMANCE AS A FUNCTION OF THE OCCUPATION OF THE MOTHER OR GUARDIAN



GRADE 12
 READING PERFORMANCE AS A FUNCTION OF THE OCCUPATION OF THE MOTHER OR GUARDIAN

			Mean Percent Correct				
			0	25	50	75	100
DOMAIN 3 - Applied reading and study skills							
	Total B.C.	81.4					
	Professional	83.3					
	Sales	81.8					
	Clerical	81.6					
	Unskilled	80.5					
	Homemaker	82.4					
Objectives							
3.1 Application Forms							
	Total B.C.	81.3					
	Professional	82.2					
	Sales	81.1					
	Clerical	81.2					
	Unskilled	82.1					
	Homemaker	82.4					
3.2 Dictionary							
	Total B.C.	76.8					
	Professional	78.4					
	Sales	76.2					
	Clerical	77.1					
	Unskilled	75.8					
	Homemaker	77.9					
3.3 Advertisements - classified							
	Total B.C.	89.6					
	Professional	91.0					
	Sales	90.2					
	Clerical	89.9					
	Unskilled	88.6					
	Homemaker	90.4					
3.4 Advertisements - descriptive							
	Total B.C.	74.3					
	Professional	76.8					
	Sales	74.9					
	Clerical	73.3					
	Unskilled	71.7					
	Homemaker	74.5					
3.5 Newspaper and Periodicals							
	Total B.C.	86.1					
	Professional	88.5					
	Sales	86.7					
	Clerical	86.6					
	Unskilled	84.8					
	Homemaker	87.0					

Plans on Leaving School

Success or failure in school is widely believed to have a strong influence on a student's vocational aspirations. Figure 21A presents the distribution of students' plans on leaving secondary school. Figures 21B, 21C and 21D present reading performance according to students' plans.*

Discussion

It is apparent from Figure 21A that only a minority of Grade 12 students regard high school education as terminal. The remaining 56.5% report that they plan to engage in some form of post-secondary education.

The Figures 21B, 21C and 21D show a fairly clear relationship between reading performance and plans on leaving school. Students who say they plan to attend university score more highly on every Objective and Domain than any other group. Students who plan to go on a University Transfer program at a Community College score next most highly.

Given that reading performance, as measured in the present assessment, is a valid indication of academic progress; that the community espouses the principle that each student should develop his or her potential to the maximum; and that a university education represents one of the most beneficial ways in which a high-achieving student can attain his or her potential, then these results should be cause for some satisfaction since they suggest that our most adept students tend to opt for a university education.

Students who plan to attend some form of technical institute rank third in each Domain although they do not maintain this position on Objectives 2.2 and 3.2. Lower ranking groups do not hold to such a firm pattern but in Domains 1 and 2 follow a rank order of: Undecided, Community College-Career Program, Other Plans, Looking for a Job, and Business, Vocational, Arts or Trade Training. However this rank ordering does not hold in every Objective in Domain 3.

* Because the patterns observed in the Domains is not always present in each Objective complete information for each Domain and Objective has been presented.

FIGURE 21A

GRADE 12

DISTRIBUTION OF GRADE 12 STUDENTS' PLANS ON LEAVING SECONDARY SCHOOL

N(Looking for a job)	= 4885 (20.4%)
N(Business/Vocational Arts/Trade Training)	= 2835 (12.0%)
N(Technical Institute)	= 1527 (6.4%)
N(Community College University Transfer)	= 2399 (10.0%)
N(Community College Career Programme)	= 1820 (7.6%)
N(University)	= 5102 (21.3%)
N(Other plans)	= 2168 (9.1%)
N(Undecided)	= 3174 (13.3%)

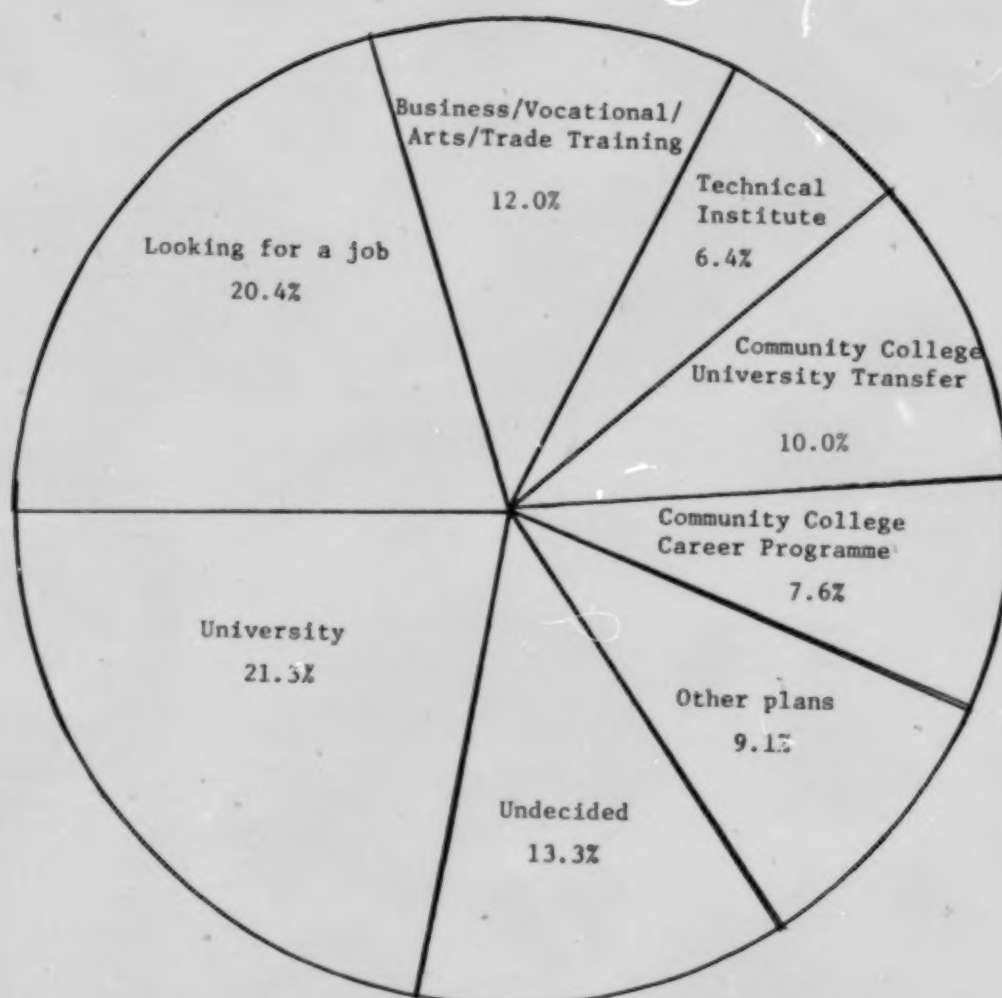


FIGURE 21B

GRADE 12
READING PERFORMANCE AS A FUNCTION OF PLANS ON LEAVING SECONDARY SCHOOL

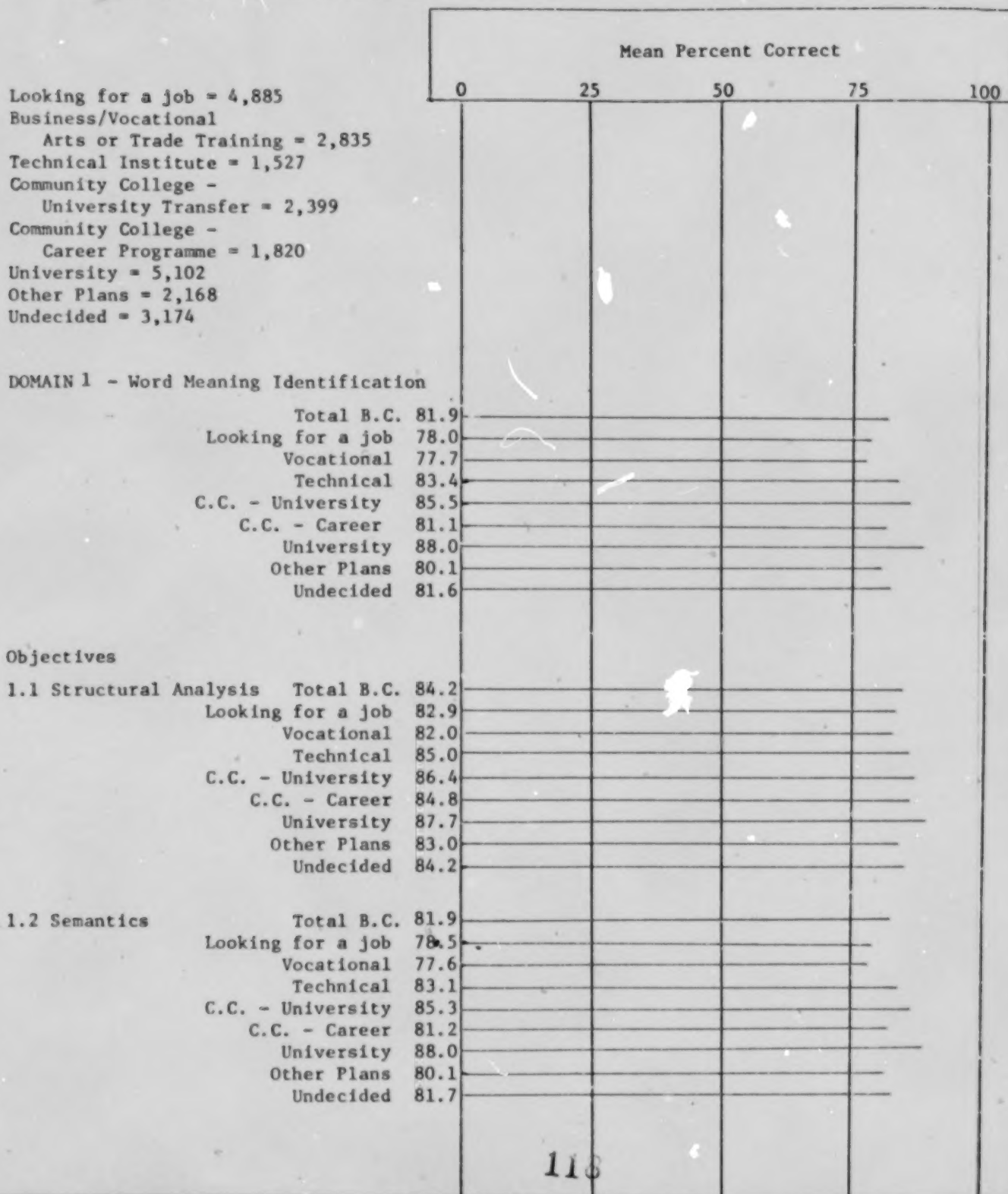


FIGURE 21B CONTINUED

GRADE 12

READING PERFORMANCE AS A FUNCTION OF PLANS ON LEAVING SECONDARY SCHOOL

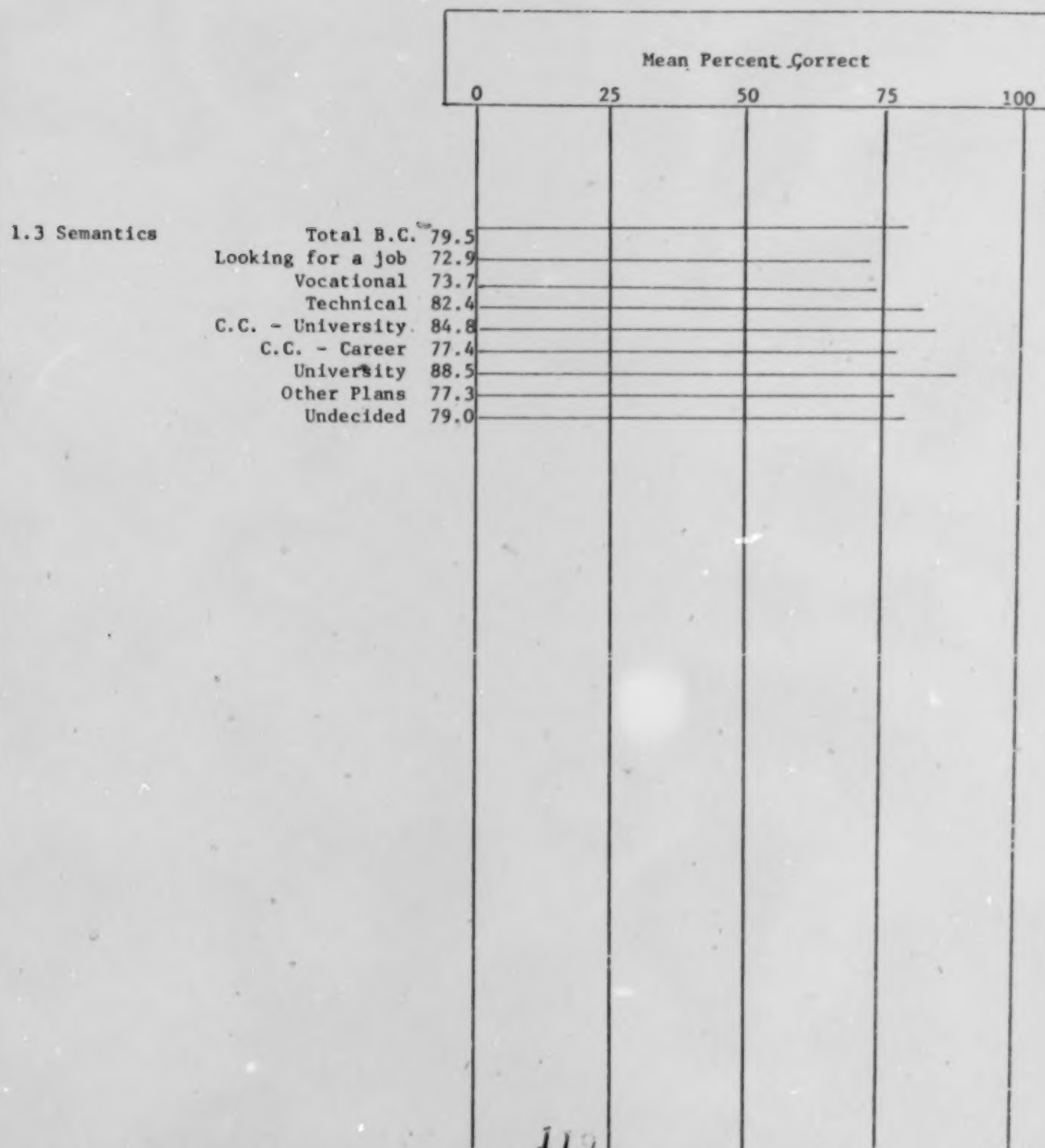


FIGURE 21C

GRADE 12
READING PERFORMANCE AS A FUNCTION OF PLANS ON LEAVING SECONDARY SCHOOL

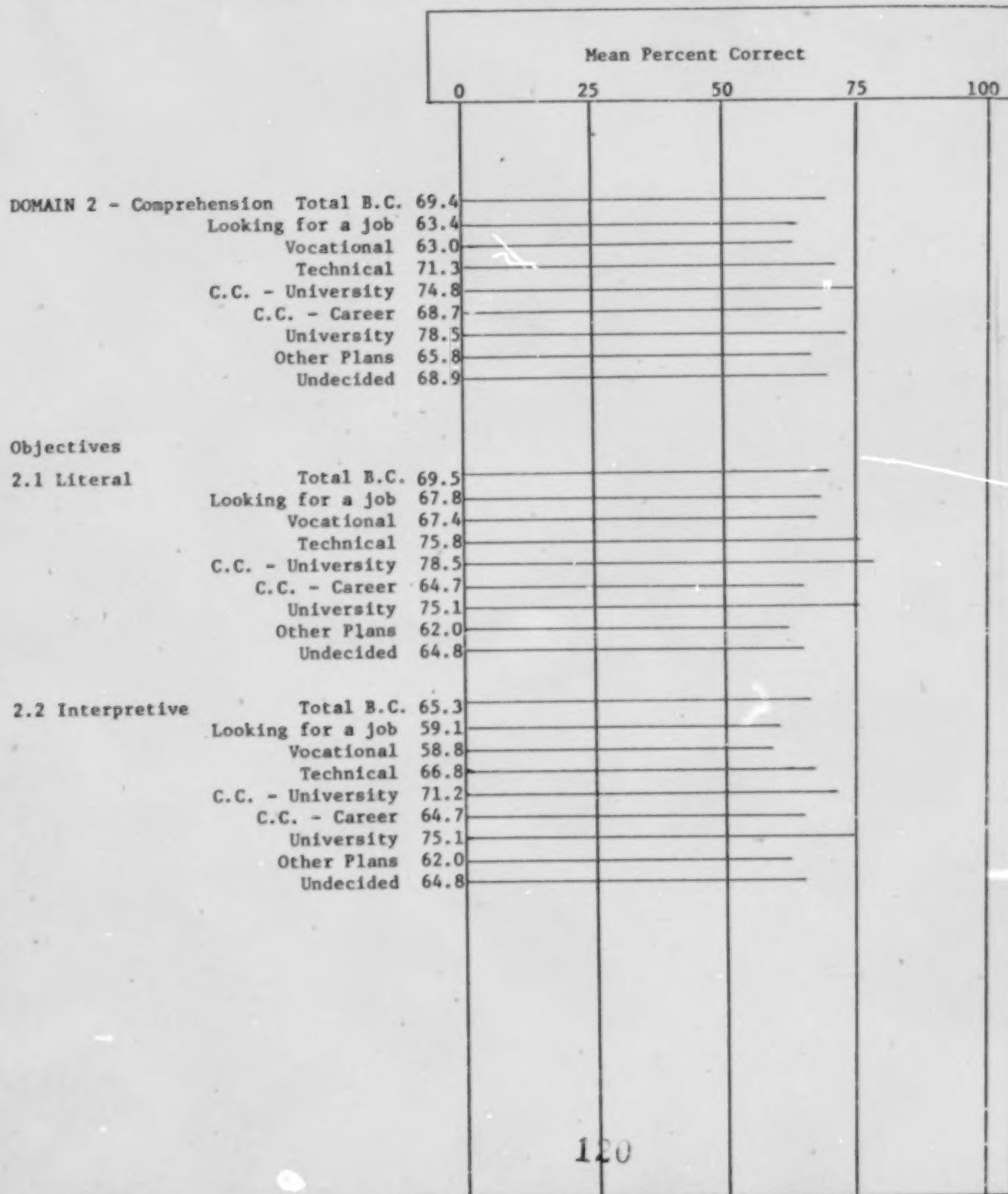


FIGURE 21D

GRADE 12

READING PERFORMANCE AS A FUNCTION OF PLANS ON LEAVING SECONDARY SCHOOL

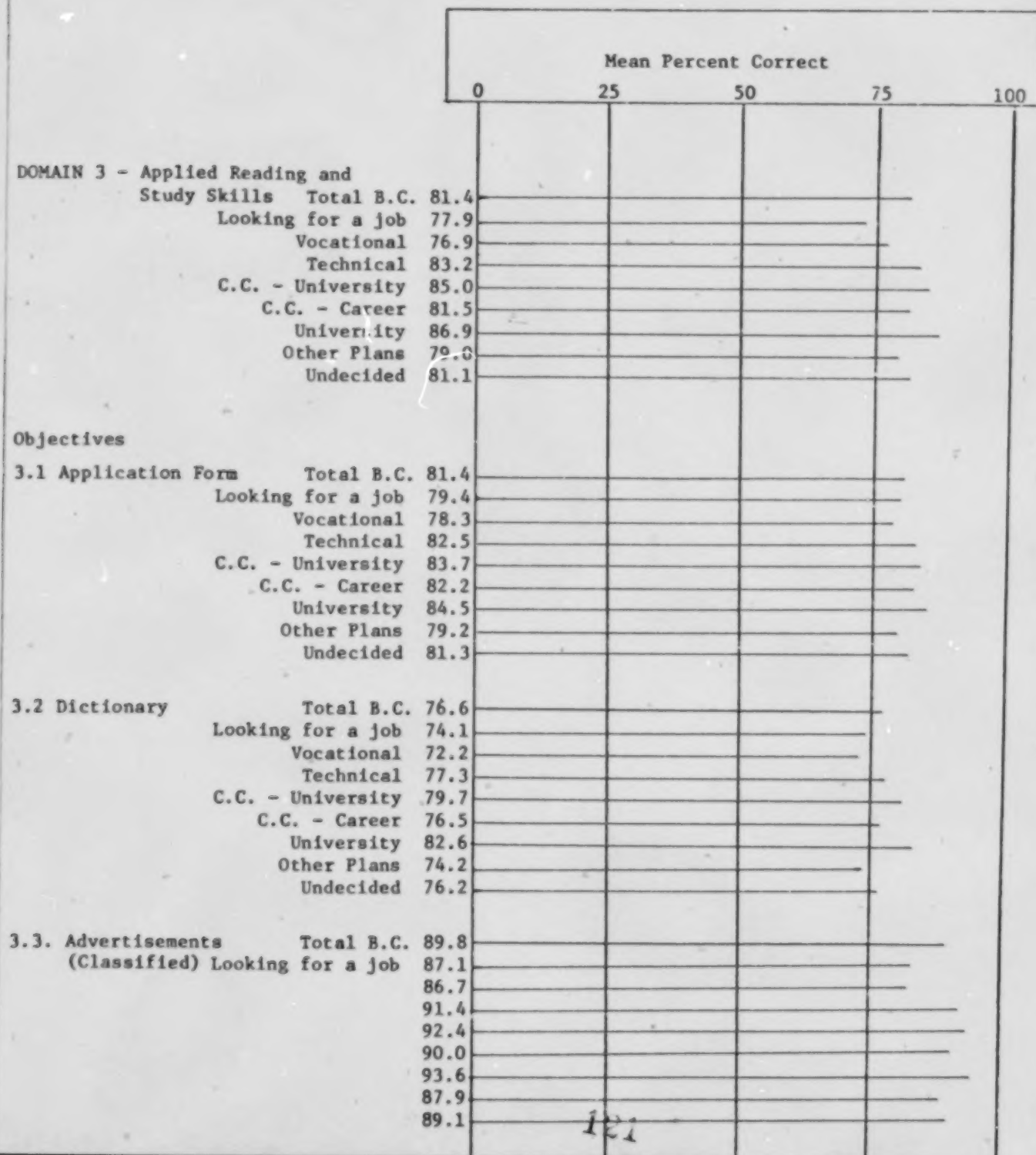
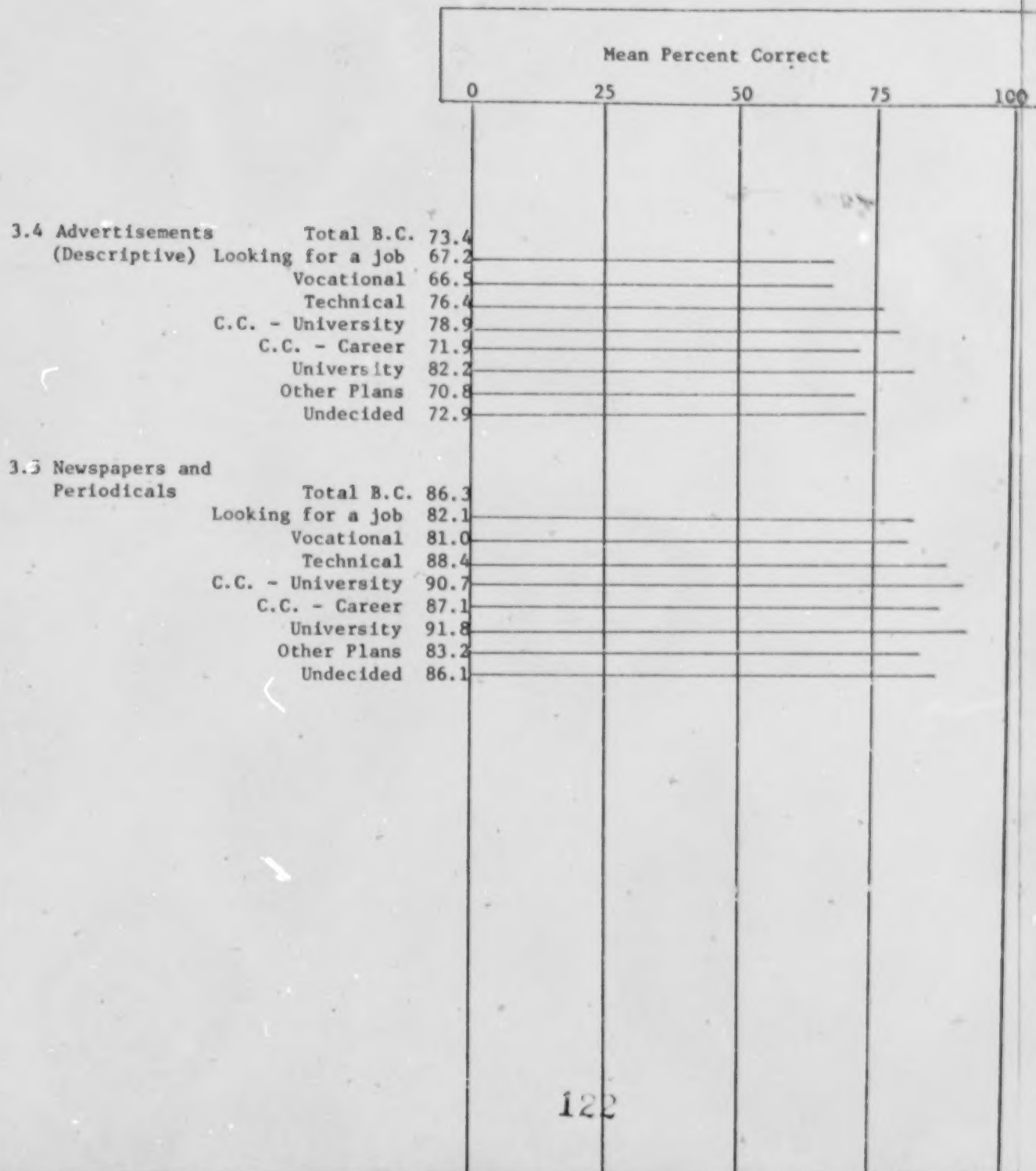


FIGURE 21D

GRADE 12

READING PERFORMANCE AS A FUNCTION OF PLANS ON LEAVING SECONDARY SCHOOL



REFERENCES

Evanekko et al, Department of Education, Province of B.C. Language: B.C.
An Assessment in the English Language Arts. Report 2 Instructional
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A P P E N D I C E S

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APPENDIX A

CONTRIBUTORS TO B.C. READING ASSESSMENT

Contract Team

From the University of Victoria, the University of British Columbia and the Sooke School District, the Team developed the Tests and Questionnaire, interpreted the data, and wrote the reports as indicated.

Dr. Peter Evans, formerly Dr. Peter Evanechko,
(Chairman/Faculty of Education) University of Victoria
(Drafts of Summary Report, Sections of Reports 1 and 2, editing Reports 1 & 2)

Dr. Robert Chester, Faculty of Education, University of British Columbia
(Sections of Reports 1 and 2)

Dr. Terry Johnson, Faculty of Education, University of Victoria
(Sections of Reports 1 and 2)

Dr. Walter Muir, Faculty of Education, University of Victoria
(Sections of Report 1, editing Reports 1 and 2, Technical assistance)

Dr. Sheilah Allen, Faculty of Education, University of British Columbia
(Sections of Reports 1 and 2)

Mrs. Kathleen Pye, Spencer Junior Secondary School, Sooke School District
(Sections of Reports 1 and 2)

Assistance was also provided by Dr. W. John Harker of the Faculty of Education, University of Victoria, Mr. Charles Kinzer, Abbotsford School District and Carole Tarlington, Vancouver School District.

Management Committee

The Management Committee advised, commented on, and gave final approval to the questionnaires, tests, procedures, and various drafts of the Report.

Robert Aitken (Chairman), Consultant, Ministry of Education
Wilfrid Bennett, Trustee, West Vancouver School District
Olga M. Bowes, Research Officer, Learning Assessment Branch, Ministry of Education
Keith Cameron, Co-ordinator, Prince George School District
Jacqueline Eccles, Killarney Secondary School, Vancouver School District
Peter Evans, Faculty of Education, University of Victoria
Jerry Mussio, Director, Learning Assessment Branch, Ministry of Education
Jaap Tuinman, Faculty of Education, Simon Fraser University

INTERPRETATION PANELS

Each of these two panels contributed to the interpretation of test results at one of the assessment levels by rating the pupil performance on each item.

Grade 8 Test Interpretation Panel

Dr. Betty Horodezky, Faculty of Education, University of British Columbia
 Dr. Sheila O'Connell, Faculty of Education, Simon Fraser University
 Mr. Wayne Cruchley, Canada Manpower Executive, Vancouver
 Mrs. Betty Clark, School Board Member, Burnaby School District
 Mrs. Daphne Temple, School Board Member, Victoria School District
 Mr. Roy Lister, Director, Victoria School District
 Mr. Alan Moodie, Supervisor, Vancouver School District
 Ms. Carole Tarlington, Consultant, Project BUILD, Vancouver School District
 Ms. Allison Candela, Teacher, Smithers School District
 Mr. George Hawksworth, Teacher, New Westminster School District
 Ms. Anne Huntzicker, Teacher, Vancouver School District
 Mr. Charles Kinzer, Teacher, Abbotsford School District
 Ms. Jane Lizée, Teacher Burnaby School District
 Mrs. Marlene Recchi, Teacher, Victoria School District
 Mrs. Lorna Bateman, Public Librarian, Richmond

Grade 12 Test Interpretation Panel

Dr. Paul Lemarre, Faculty of Education, University of British Columbia
 Dr. Graham Mallett, Faculty of Education, University of British Columbia
 Mrs. Erica Meeker, School Board Member, Maple Ridge School District
 Mr. Robert N. G. Smith, School Board Member, Victoria School District
 Mr. Robert Chapin, Teacher, Burnaby School District
 Mr. Rick Cooper, Teacher, Vancouver School District
 Mr. Robert DeForest, Teacher, Coquitlam School District
 Ms. Effie MacRae, Teacher, Delta School District
 Mrs. Joanne Ryeburn, Teacher, New Westminster School District
 Mrs. Lana Simpson, Teacher, Victoria School District
 Mrs. Viviane McClelland, Supervisor, Richmond School District
 Mrs. Joan Swan, Continuing Education Instructor, Richmond School District
 Mrs. Heather Van Holderbeke, Teacher, Prince George School District

APPENDIX B

READING REVIEW PANELS

Review panels consisting of educators and members of the lay public were organized in the autumn of 1976 at four provincial centres to examine and amend the proposed objectives of the reading assessment before the student tests were developed.

Castlegar Review Panel

Mr. Dennis Johnston, Selkirk Community College, Castlegar
 Mr. Rod Dallas, Co-ordinator of Special Education, Penticton School District
 Mrs. Anne Jones, School Board Member, Castlegar School District
 Mr. Michael Chapman, Teacher, Castlegar School District
 Mr. Paul Downey, Teacher, Fernie School District
 Mr. Chris Dryvynsyde, Teacher, Arrow Lakes School District
 Mr. John Dunne, Teacher, Nelson School District
 Mr. Daniel Fossey, Teacher, Cranbrook School District
 Mr. George Fraser, Teacher, Vernon School District
 Mr. Ian Hamilton, Teacher, Fernie School District
 Mr. Lloyd Hamilton, Teacher, Fernie School District
 Mr. Charles Hart, Teacher, Penticton School District
 Mr. James Magee, Teacher, Cranbrook School District
 Mr. William Sang, Teacher, Castlegar School District
 Mr. Frank Santesso, Teacher, Trail School District
 Mrs. Judy Stevely, Teacher, Cranbrook School District
 Mrs. Margaret Carmichael, Homemaker, Castlegar
 Mrs. Jeannette Horning, Homemaker, Castlegar
 Mrs. Adele Yule, Homemaker, Castlegar

West Vancouver Review Panel

Mr. Wilfrid Bennett, School Board Member, West Vancouver School District
 Mrs. Lillian Thiersch, School Board Member, West Vancouver School District
 Mr. Allan Jessup, Newspaper Editor (Retired), West Vancouver
 Ms. Jane Catalano, District Reading Teacher, Surrey School District
 Ms. Carol Bourne, Teacher, Richmond School District
 Mr. Robert DeForest, Teacher, Coquitlam School District
 Mrs. Jacqueline Eccles, Teacher, Vancouver School District
 Mr. George Hawksworth, Teacher, New Westminster School District
 Mr. John Hannah, Teacher, New Westminster School District
 Mrs. Elizabeth Jukes, Teacher, Surrey School District
 Mr. Gerald McCann, Teacher, Vancouver School District
 Mr. Vaughan McCormick, Teacher, Langley School District
 Ms. Effie MacRae, Teacher, Delta School District
 Mr. Arnald Muir, Teacher, North Vancouver School District
 Mr. William Schmierbach, Teacher, Chilliwack School District
 Mr. Gary Temlett, Teacher, Vancouver School District
 Mrs. Ann Barker, Homemaker, West Vancouver
 Mrs. Mary Allan, Homemaker, West Vancouver
 Mrs. Barbara Fulcher, Homemaker, West Vancouver
 Mrs. Mary Hickley, Homemaker, West Vancouver
 Mrs. Margaret Ibbott, Homemaker, West Vancouver
 Mrs. Margaret Jaffary, Homemaker, West Vancouver
 Mrs. Marjean Park, Homemaker, West Vancouver

Appendix B cont'd...

Prince George Review Panel

Mr. Keith Cameron, Co-ordinator, Prince George School District
 Mrs. Eva Kettle, School Board Member, Prince George School District
 Mr. Fred Allan, Teacher, North Thompson School District
 Mr. William Atkinson, Teacher, Quesnel School District
 Mr. Gary Blattner, Teacher, Nechako School District
 Ms. Allison Candela, Teacher, Smithers School District
 Mr. Lino Colonello, Teacher, Nechako School District
 Mr. Barrie Eyre, Teacher, Peace River North School District
 Mrs. Mia Gordon, Teacher, Kamloops School District
 Mr. Raymond Hellman, Teacher, Kamloops School District
 Ms. Jill Lebedoff, Teacher, Quesnel School District
 Mr. Malcolm McMurray, Teacher, Prince George School District
 Mr. Walter Schoën, Teacher, Peace River South School District
 Mr. Terry Smith, Teacher, Prince George School District
 Mr. Robert Strain, Teacher, Prince George School District
 Mr. Richard Szanik, Teacher, Prince George School District
 Ms. Margaret White, Teacher, Prince George School District

Victoria Review Panel

Mr. John Warren, Correspondence Branch, Ministry of Education, Victoria
 Mrs. Barbara Williams, Director, University of Victoria Day Care Centre, Victoria
 Ms. Theresa Kratzer, Principal, North Vancouver School District
 Mr. Brian Sulsbury, Vice-Principal, Lake Cowichan School District
 Mr. Robert Argall, Teacher, Courteney School District
 Ms. Janet Arnold, Teacher, Sooke School District
 Mr. Craig Gillis, Teacher, Campbell River School District
 Mr. Ray Gullison, Teacher, Nanaimo School District
 Mr. Gary Jacobi, Teacher, Victoria School District
 Mr. Jon Korrisson, Teacher, Gulf Islands School District
 Mrs. Marilyn Lidster, Teacher, Sooke School District
 Mr. Larry Owen, Teacher, Victoria School District
 Mr. Roy Plater, Teacher, Nanaimo School District
 Mrs. Kathleen Pye, Teacher, Sooke School District
 Mrs. Marlene Recchi, Teacher, Victoria School District
 Ms. Norma Richardson, Teacher, Qualicum School District
 Mrs. Lana Simpson, Teacher, Victoria School District
 Mr. D. L. Tait, Teacher, Qualicum School District
 Mrs. Valerie Finding, Homemaker, Victoria
 Mrs. Margaret Nelson, Homemaker, Victoria
 Mrs. Norma Wilson, Homemaker, Victoria

APPENDIX CPILOT TESTING

The authors of this report are very grateful to the administrators, staff and students of the following schools which participated in piloting the student tests in the autumn of 1976.

Grade 8

Alpha Secondary, Burnaby School District
Cedar Hill Junior Secondary, Victoria School District
Lakewood Junior Secondary, Prince George School District
Lambrick Park Secondary, Victoria School District
Lansdowne Junior Secondary, Victoria School District
S. J. Willis Junior Secondary, Victoria School District
Spencer Junior Secondary, Sooke School District

Grade 12

Alpha Secondary, Burnaby School District
Esquimalt Senior Secondary, Victoria School District
Mount Douglas Secondary, Victoria School District
Oak Bay Senior Secondary, Victoria School District
Prince George Secondary, Prince George School District
Spectrum Community School, Victoria School District
Victoria Senior Secondary, Victoria School District

Further Pilot Testing

The following three schools were used to pilot the student tests for time and passage dependency.

Belmont Secondary, Sooke School District
Killarney Secondary, Vancouver School District
Oak Bay Junior Secondary, Victoria School District

APPENDIX D

Timetable for B.C. Reading Assessment

Background research for goals	1976 - May
Designing of Tests	May
Revision of Test and Review Panels	Sept. - Oct.
Designing of Questionnaire	Sept. - Oct.
Pilot Studies	Oct. - Nov.
Printing and Distribution of Reading Assessment	1977 - January - March
Reading Assessment in Schools	March
Scoring of Tests and Questionnaires	April - May
Interpretation of Reading Results	June
Preparation and Revision of General Reports	June - August
Preparation and Revision of Summary Reports	June - September
Publication of Reports	October

APPENDIX E

Results of Grade 8 Reading Assessment Performance
as Interpreted by the Panel

	Mean Percent Correct	Performance Rating
<u>DOMAIN 1 - WORD MEANING IDENTIFICATION</u>	62	-----
<u>Objective</u>		
<u>Structural Analysis</u> : Use specific structural elements to help identify word meaning	73	Very Satisfactory
<u>Context</u> : Identify the meaning of a word by using the words around it	64	Satisfactory to Very Satisfactory
<u>Synonymy</u> : Identify the meaning of a word by choosing the appropriate synonym	49	Satisfactory to Marginally Satisfactory
<u>DOMAIN 2 - COMPREHENSION OF PROSE</u>	60	-----
<u>Objective</u>		
<u>Literal Comprehension</u> : Identify or remember elements in material read	64	Satisfactory
<u>Interpretive Comprehension</u> : Paraphrase, infer, relate or generalize from elements in the material read	56	Satisfactory
<u>DOMAIN 3 - APPLIED READING AND STUDY SKILLS</u>	62	-----
<u>Objective</u>		
<u>Application Forms</u> : Follow directions in completing an application form	70	Satisfactory
<u>Dictionary</u> : Find appropriate word meanings and information on word origins	62	Satisfactory
<u>Advertisements</u> : Identify integral information in classified advertisements	72	Satisfactory
<u>Advertisements</u> : Identify integral information in descriptive advertisements	48	Marginally Satisfactory
<u>Newspapers and Periodicals</u> : Comprehend journalistic prose	61	Marginally Satisfactory

Results of Grade 12 Reading Assessment Performance
as Interpreted by the Panel

	Mean Percent Correct	Performance Rating
<u>DOMAIN 1 - WORD MEANING IDENTIFICATION</u>	82	-----
<u>Objective</u>		
<u>Structural Analysis:</u> Use specific structural elements to help identify word meaning	85	Satisfactory
<u>Context:</u> Identify the meaning of a word by using the words around it	82	Satisfactory to Very Satisfactory
<u>Synonymy:</u> Identify the meaning of a word by choosing the appropriate synonym	80	Satisfactory
<u>DOMAIN 2 - COMPREHENSION OF PROSE</u>	69	-----
<u>Objective</u>		
<u>Literal Comprehension:</u> Identify or remember elements in material read	73	Satisfactory
<u>Interpretive Comprehension:</u> Paraphrase, infer, relate or generalize from elements in the material read	66	Satisfactory
<u>DOMAIN 3 - APPLIED READING AND STUDY SKILLS</u>	81	-----
<u>Objective</u>		
<u>Application Forms:</u> Follow directions in completing an application form	81	Marginally Satisfactory
<u>Dictionary:</u> Find appropriate word meanings and information on word origins	77	Satisfactory
<u>Advertisements:</u> Identify integral information in classified advertisements	90	Very Satisfactory
<u>Advertisements:</u> Identify integral information in descriptive advertisements	73	Marginally Satisfactory
<u>Newspapers and Periodicals:</u> Comprehend journalistic prose	86	Marginally Satisfactory

APPENDIX F

DETAILED ITEM RESULTS

The data presented here are intended to provide the reader with an indication of the effectiveness with which each item performed. The format of Table 4 in the District Assessment Reports has been retained to permit comparisons between a given District and the Province as a whole.

Tables 1 and 2 identify each item by Domain, Objective and Item Number (both within each Objective and as it appeared in the test booklet). The "Percent of Students" responding to each alternative of each item - including "I don't know" (IDK) - is also given.

The "Discrimination Index" provides an estimate of the extent to which a student's success or failure on a given item is related to his or her total score on those items measuring a specific Objective. Hence, it provides an indication of the extent to which an item "discriminated" between high and low scoring students.

The "Internal Consistency" coefficient provides evidence of the reliability or "consistency" with which the set of items measured each Objective. The maximum value possible for both the Discrimination Index and the Internal Consistency coefficient is 1.0.

For further information on interpretation of these data, the reader is referred to, Guidelines for Interpretation: District Assessment Results 1977. This document is available from either the local School District Office or the Ministry of Education, Victoria.

B.C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS

Reading Grade 8

TABLE 1
Detailed Item Results (N = 41,678)

Percent of Students

Item Number	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>IDK</u>	Discrimination Index ¹	Internal Consistency ²
1.1.1 (06)	1	94	2	*	1	.57	
(07)	2	2	92	1	1		
1.1.2 (08)	55	3	39	1	1	.56	
(09)	4	15	7	71	1		
(10)	73	2	8	13	2		
1.1.3 (11)	13	5	2	76	3	.69	
(12)	3	4	1	88	3		.55
(13)	3	84	6	2	3		
1.1.4 (14)	2	2	90	2	4	.64	
(15)	89	3	2	2	3		
1.1.5 (16)	1	1	4	94	1	.58	
(17)	1	1	96	1	1		
1.2.1 (57)	7	8	7	76	2	.52	
1.2.2 (58)	3	6	71	15	3	.55	
1.2.3 (59)	76	8	8	5	2	.60	
1.2.4 (60)	3	83	7	4	1	.58	
1.2.5 (61)	2	3	90	3	1	.55	
1.2.6 (62)	15	34	21	20	8	.33	
1.2.7 (63)	8	10	9	70	2	.52	.68
1.2.8 (64)	13	4	76	3	2	.59	
1.2.9 (65)	48	31	10	6	4	.49	
1.2.10 (66)	7	16	36	35	5	.40	

*indicates < 0.5%

— correct answer

¹ Point-Biserial Correlations within Objective

² Hoyt Coefficients within Objective

B.C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS

Reading Grade 8

TABLE 1
Detailed Item Results (N = 41,678)

Percent of Students

Item Number	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>IDK</u>	Discrimination Index ¹	Internal Consistency ²
1.3.1 (28)	4	8	70	8	9	.47	
1.3.2 (29)	10	49	11	13	16	.46	
1.3.3 (30)	2	74	6	14	3	.49	
1.3.4 (31)	68	19	5	4	3	.38	
1.3.5 (32)	7	39	18	22	13	.39	
1.3.6 (33)	11	14	15	39	20	.40	
1.3.7 (34)	23	8	22	40	5	.39	
1.3.8 (35)	15	37	13	15	18	.40	
1.3.9 (36)	54	12	9	17	7	.59	
1.3.10 (37)	5	55	26	8	3	.45	
1.3.11 (38)	11	23	37	11	16	.38	
1.3.12 (39)	23	12	46	9	8	.46	
1.3.13 (40)	3	10	10	69	7	.52	.84
1.3.14 (41)	32	10	15	15	26	.51	
1.3.15 (42)	13	11	15	50	9	.53	
1.3.16 (43)	15	53	13	9	7	.48	
1.3.17 (44)	37	8	8	42	3	.52	
1.3.18 (45)	19	11	37	13	18	.42	
1.3.19 (46)	40	13	12	16	17	.50	
1.3.20 (47)	17	14	18	17	31	.30	
1.3.21 (48)	5	6	76	9	3	.46	
1.3.22 (49)	64	8	10	12	4	.57	
1.3.23 (50)	4	5	48	38	3	.49	
1.3.24 (51)	14	13	10	49	14	.53	
2.1.1 (18)	79	5	4	5	6	.54	
2.1.2 (20)	8	72	6	5	7	.54	
2.1.3 (21)	27	52	6	10	4	.35	
2.1.4 (22)	7	7	15	64	6	.51	
2.1.5 (23)	12	14	46	20	7	.52	.67
2.1.6 (67)	21	3	63	7	3	.48	
2.1.7 (68)	39	19	16	16	8	.52	
2.1.8 (69)	11	72	6	5	3	.54	
2.1.9 (70)	8	16	65	3	7	.59	
2.1.10 (71)	6	84	5	2	2	.46	

B.C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS

Reading Grade 8

TABLE 1
Detailed Item Results (N = 41,678)

Item Number	**Percent of Students**				IDM	Discrimination Index ¹	Internal Consistency ²
	A	B	C	D			
2.2.1 (19)	1	7	86	3	2	.34	
2.2.2 (24)	48	16	12	10	12	.53	
2.2.3 (25)	45	5	15	30	4	.47	
2.2.4 (26)	4	56	6	31	3	.41	
2.2.5 (27)	5	8	73	8	5	.48	.59
2.2.6 (72)	11	10	7	66	3	.55	
2.2.7 (73)	7	12	17	58	3	.53	
2.2.8 (74)	35	9	17	35	2	.41	
2.2.9 (75)	4	31	52	8	3	.52	
2.2.10 (76)	6	7	41	40	4	.37	
3.1.1 (01)	78	5	3	6	5	.64	
3.1.2 (02)	75	4	13	2	4	.63	
3.1.3 (03)	2	9	10	69	7	.62	.57
3.1.4 (04)	6	15	43	30	5	.54	
3.1.5 (05)	2	84	4	3	5	.62	
3.2.1 (52)	79	6	5	7	2	.60	
3.2.2 (53)	6	8	73	8	3	.61	
3.2.3 (54)	4	4	8	80	4	.62	.48
3.2.4 (55)	8	10	45	31	4	.57	
3.2.5 (56)	49	34	7	4	4	.48	
3.3.1 (77)	4	3	88	2	1	.60	
3.3.2 (78)	81	5	6	4	3	.69	.61
3.3.3 (79)	4	6	7	79	3	.69	
3.3.4 (80)	7	9	11	69	4	.65	
3.3.5 (81)	12	19	44	10	14	.55	

correct answer

¹Point-Biserial Correlations within Objective

²Hoyt Coefficients within Objective

B.C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS

Reading Grade 8

TABLE 1
DETAILED ITEM RESULTS (N = 41,678)

Percent of Students

Item Number	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>IDK</u>	Discrimination Index 1	Internal Consistency 2
3.4.1 (87)	26	9	6	<u>54</u>	2	.54	
3.4.2 (88)	<u>68</u>	8	7	<u>5</u>	9	.57	
3.4.3 (89)	13	32	31	<u>14</u>	7	.28	
3.4.4 (90)	<u>57</u>	10	18	8	6	.66	
3.4.5 (91)	8	10	<u>67</u>	10	3	.62	.73
3.4.6 (92)	4	<u>57</u>	<u>18</u>	12	7	.58	
3.4.7 (93)	20	<u>53</u>	12	8	4	.59	
3.4.8 (94)	24	<u>37</u>	26	8	3	.55	
3.4.9 (95)	10	<u>20</u>	<u>38</u>	24	4	.53	
3.4.10 (96)	15	17	<u>31</u>	27	7	.43	
3.5.1 (82)	26	<u>54</u>	9	8	2	.59	
3.5.2 (83)	19	6	<u>66</u>	5	3	.64	
3.5.3 (84)	5	16	<u>15</u>	<u>56</u>	6	.64	.65
3.5.4 (85)	<u>65</u>	12	9	<u>10</u>	3	.70	
3.5.5 (86)	6	11	<u>63</u>	11	7	.67	
LANG. B.C. (97)	7	9	7	<u>73</u>	2	.72	
LANG. B.C. (98)	4	5	6	<u>82</u>	2	.71	
LANG. B.C. (99)	<u>63</u>	15	10	<u>6</u>	3	.71	.70
LANG. B.C. (100)	4	8	<u>66</u>	16	3	.63	
LANG. B.C. (101)	8	8	<u>55</u>	23	3	.63	
LANG. B.C. (102)	7	<u>73</u>	8	3	2	.66	
LANG. B.C. (103)	<u>46</u>	<u>14</u>	14	15	8	.64	.78
LANG. B.C. (104)	6	<u>77</u>	7	4	4	.70	
LANG. B.C. (105)	12	3	3	<u>77</u>	3	.69	

— correct answer

¹ Point-Biserial Correlations within Objective

² Hoyt Coefficients within Objective

B.C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS
Reading Grade 12

TABLE 2
Detailed Item Results (N = 24,204)

Percent of Students						
Item Number	A	B	C	D	IDK	
1.1.1 (06)	*	<u>97</u>	1	*	*	.47
(07)	1	<u>1</u>	<u>97</u>	*	*	
1.1.2 (08)	41	1	<u>55</u>	1	*	.69
(09)	2	5	<u>3</u>	<u>90</u>	*	
(10)	<u>90</u>	1	3	<u>5</u>	1	
1.1.3 (11)	<u>8</u>	1	*	<u>89</u>	1	.61
(12)	1	1	*	<u>97</u>	1	.41
(13)	1	<u>94</u>	2	*	1	
1.1.4 (14)	1	<u>1</u>	<u>96</u>	1	1	.51
(15)	<u>96</u>	*	*	1	1	
1.1.5 (16)	*	*	1	<u>98</u>	*	.50
(17)	1	*	<u>98</u>	*	*	
1.2.1 (57)	2	2	5	<u>90</u>	*	.44
1.2.2 (58)	1	2	<u>94</u>	<u>3</u>	*	.47
1.2.3 (59)	<u>92</u>	2	<u>3</u>	2	1	.47
1.2.4 (60)	<u>1</u>	<u>95</u>	2	1	*	.43
1.2.5 (61)	1	<u>1</u>	<u>97</u>	1	*	.43
1.2.6 (62)	<u>42</u>	25	<u>12</u>	14	7	.58
1.2.7 (63)	<u>3</u>	6	10	<u>81</u>	*	.45
1.2.8 (64)	3	1	<u>95</u>	<u>1</u>	*	.46
1.2.9 (65)	<u>74</u>	20	<u>4</u>	1	1	.54
1.2.10 (66)	<u>8</u>	6	21	<u>62</u>	3	.51

* indicates < 0.5%
— correct answer

¹Point-Biserial Correlations within Objective.

²Koyt Coefficients within Objective

B.C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS

Reading Grade 12

TABLE 2
Detailed Item Results (N = 24,204)

Percent of Students

Item Number	A	B	C	D	IDK	Discrimination Index ¹	Internal Consistency ²
1.3.1 (28)	1	3	90	2	3	.41	
1.3.2 (29)	4	75	4	9	6	.49	
1.3.3 (30)	*	92	2	4	*	.41	
1.3.4 (31)	82	15	1	1	*	.27	
1.3.5 (32)	3	72	7	11	3	.54	
1.3.6 (33)	5	6	7	77	5	.50	
1.3.7 (34)	8	2	6	83	1	.41	
1.3.8 (35)	11	64	4	5	12	.47	
1.3.9 (36)	88	2	3	4	2	.52	
1.3.10 (37)	1	72	20	4	1	.48	
1.3.11 (38)	3	13	72	5	5	.54	
1.3.12 (39)	11	4	78	3	3	.51	
1.3.13 (40)	1	2	2	94	1	.43	.86
1.3.14 (41)	66	5	6	8	14	.59	
1.3.15 (42)	4	2	2	90	1	.45	
1.3.16 (43)	8	73	8	3	6	.50	
1.3.17 (44)	11	1	2	85	1	.52	
1.3.18 (45)	22	3	66	4	6	.46	
1.3.19 (46)	78	3	3	9	6	.50	
1.3.20 (47)	56	6	12	9	16	.57	
1.3.21 (48)	1	2	93	3	*	.39	
1.3.22 (49)	92	3	2	3	1	.51	
1.3.23 (50)	1	1	83	13	1	.56	
1.3.24 (51)	4	3	2	87	3	.54	
2.1.1 (18)	17	5	4	70	3	.53	
2.1.2 (19)	1	2	93	1	3	.44	
2.1.3 (20)	5	79	8	2	4	.51	
2.1.4 (26)	2	6	74	10	8	.56	
2.1.5 (27)	19	53	14	9	4	.49	.67
2.1.6 (67)	35	10	50	2	2	.47	
2.1.7 (68)	11	63	5	20	1	.45	
2.1.8 (69)	3	4	2	88	2	.49	
2.1.9 (70)	9	3	81	5	2	.57	
2.1.10 (71)	3	4	7	84	1	.58	

B. C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS

Reading Grade 12

TABLE 2
Detailed Item Results (N = 24,204)

Item Number	A	B	**Percent of Students**			Discrimination Index ¹	Internal Consistency ²
			C	D	IDK		
2.2.1 (21)	12	2	69	13	3	.55	
2.2.2 (22)	55	15	9	9	10	.42	
2.2.3 (23)	6	5	81	3	3	.44	
2.2.4 (24)	34	36	11	9	8	.42	
2.2.5 (25)	16	12	10	59	2	.41	
2.2.6 (72)	16	61	5	9	8	.46	.60
2.2.7 (73)	3	12	3	79	2	.45	
2.2.8 (74)	2	87	5	4	2	.46	
2.2.9 (75)	63	14	10	8	4	.56	
2.2.10 (76)	2	66	16	12	3	.57	
3.1.1 (01)	93	2	1	1	1	.55	
3.1.2 (02)	83	2	13	1	1	.54	
3.1.3 (03)	1	2	7	88	1	.52	.37
3.1.4 (04)	1	26	46	25	1	.63	
3.1.5 (05)	1	96	1	1	1	.49	
3.2.1 (52)	93	2	1	3	*	.45	
3.2.2 (53)	3	4	87	4	1	.52	
3.2.3 (54)	1	1	4	93	1	.50	.37
3.2.4 (55)	5	4	65	25	1	.62	
3.2.5 (56)	49	45	2	1	1	.60	
3.3.1 (77)	1	1	96	1	*	.53	
3.3.2 (78)	95	1	1	1	1	.60	
3.3.3 (79)	1	3	3	92	1	.64	.54
3.3.4 (80)	1	3	5	90	1	.61	
3.3.5 (81)	7	9	76	3	4	.65	

* indicates < 0.5%
— correct answer

¹Point-Biserial Correlations within Objective
²Hoyt Coefficients within Objective

B.C. LEARNING ASSESSMENT PROGRAM 1976-77
PROVINCIAL RESULTS

Reading Grade 12

TABLE 2
Detailed Item Results (N = 24,204)

Percent of Students

Item Number	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>IDK</u>	Discrimination Index ¹	Internal Consistency ²
3.4.1 (87)	12	3	1	<u>82</u>	*		
3.4.2 (88)	<u>91</u>	2	2	1	3	.51	
3.4.3 (89)	7	24	33	<u>31</u>	4	.49	
3.4.4 (90)	<u>86</u>	3	6	2	2	.46	
3.4.5 (91)	2	3	<u>90</u>	3	1	.58	
3.4.6 (92)	2	<u>82</u>	7	6	3	.54	
3.4.7 (93)	9	<u>80</u>	6	3	1	.57	
3.4.8 (94)	10	<u>73</u>	12	3	1	.61	.74
3.4.9 (95)	4	7	<u>73</u>	14	1	.65	
3.4.10 (96)	7	12	<u>46</u>	31	2	.53	
					3	.50	
3.5.1 (82)	11	<u>81</u>	3	4	1		
3.5.2 (83)	7	1	<u>89</u>	2	1	.61	
3.5.3 (84)	2	8	4	<u>84</u>	1	.64	
3.5.4 (85)	<u>89</u>	3	2	4	1	.67	.64
3.5.5 (86)	1	3	<u>89</u>	5	1	.65	
					1	.65	

* indicates < 0.5%
— correct answer

¹Point-Biserial Correlations within Objective
²Hoyt Coefficients within Objective

SUMMARY OF RECOMMENDATIONSChapter 3Domain 1:

1. ...teachers in the junior secondary grades should receive more specific guidance in the scope of a curriculum for word attack skills.
2. ...developmental reading programs should be conducted province-wide throughout junior secondary grades to enhance specific word attack skills.
3. ...content teachers should share the responsibility for teaching specific vocabulary in their reading areas, e.g. technical vocabulary.

Domain 2: Grade 8

1. ...students at the Grade 8 level should be given more guidance in scanning.
2. ...students should be given more guidance in developing the ability to integrate information presented in graphic form with information presented in written text.
3. ...students should be given more guidance in identifying the overall intent, theme or main idea of a given piece of writing.

Domain 2: Grade 12

1. ...it is recommended that secondary students be given increased guidance in reading expository materials.

Domain 3: Grade 8

1. ...it is recommended that students be further instructed in reading carefully and in following directions.
2. ...it is recommended that students be given practice in using the dictionary efficiently and effectively. The student should also be able to discriminate between meanings of words, depending on their usage in a sentence (e.g. part of speech).
3. ...it is recommended that students be given guidance in skimming techniques to insure they are obtaining correct information.

4. ...it is recommended that students be given more guidance in developing the ability to read advertisements and other types of promotional materials critically.
5. ...it is recommended that students be given instruction and practice in reading journalistic prose on an interpretive or critical level, and not merely on a literal level. It is also recommended that students be given further practice in scanning techniques.

Domain 3: Grade 12

1. ...it is recommended that students be instructed in careful reading and following of directions.
2. ...it is recommended that students be given instruction and practice in:
 - 1) defining technical vocabulary by using a dictionary and
 - 2) understanding the differences in word definition according to its part of speech and usage in a sentence (e.g. noun, verb, adjective, etc.)
3. ...it is recommended that students receive increased guidance in detecting bias in written information.
4. ...it is recommended that students be given:
 - 1) increased practice and time in scanning for details
 - 2) increased guidance and practice in reading for comprehension of journalistic prose.

Inter-Level Results:

1. ...it is recommended that a further study be made to obtain more complete information regarding the development of reading ability throughout the intermediate years.

Reading Performance as a Function of Age: Grade 8

1. ...it is recommended that a more detailed study be made of the effectiveness of having students in the elementary and secondary schools repeat one or more grades.

Appendix G con't...

Reading Performance as a Function of Sex:

1. ...it is recommended that a study on sex differences in academic achievement be conducted to determine whether or not a bias in favour of either sex exists in schools in British Columbia. Should such a bias be found to exist, then further study to determine the nature of such a bias should be undertaken.

Reading Performance as a Function of Number of Schools Attended:

1. ...it is recommended that highly mobile students should be given special diagnosis upon entering a new school so that attention and consideration may be given to weak skill areas.
2. ...it is recommended that parents be informed that residential mobility in school children tends to be associated with a decreased level of academic performance. Parents could use such information at their own discretion when deciding whether or not to move from one location to another.

Reading Performance as a Function of Residence in Canada and Language Spoken:

1. ...it is recommended that special provisions for new Canadians be made in all schools in British Columbia which enrol such students.

Reading Performance as a Function of Number of Hours of T.V. Watched:

1. ...it is recommended that a study be undertaken to examine the amount, type and effect of T.V. viewing done by secondary students.

Reading Performance as a Function of the Frequency of Newspaper Reading:

1. ...it is recommended that teachers in all subject areas explore ways in which their students may acquire the habit of reading newspapers at least three or four times a week.

Reading Performance as a Function of the Number of Books Read by Grade 12 Students:

1. ...it is recommended that teachers explore every means possible to encourage every student to become an habitual reader at least to the extent of one or two books per week.
2. ...it is recommended that teachers of senior secondary students recognize:
(1) that continued practice of basic reading skills beyond an optimum point

Appendix G con't...

is not associated with increased reading ability and (2) that increased reading ability at the senior secondary level does appear to be associated with improvement in more complex thinking in the area of comprehension.

3. ...it is recommended that a more detailed study be undertaken to examine the type, frequency and effect of reading undertaken by secondary school students.

**BRITISH COLUMBIA
LEARNING ASSESSMENT PROGRAM
READING**



1977

8

INSTRUCTIONS

HOW TO MARK YOUR ANSWER ON THE ANSWER CARD.

Use an **ORDINARY SOFT BLACK PENCIL** to darken the oval which corresponds to the **ONE** best answer for each question.

DO NOT use a coloured pencil, ballpoint or other pen. Take care not to let your pencil run beyond the edges of the ovals. If you make a mistake, erase the mark completely.

For example: **Do you live in Canada?**

- A) Yes
- B) No

Your answer should be as shown:



BACKGROUND INFORMATION

Blacken the oval corresponding to your answer.

1. What is your date of birth?

- Year:**
- A) 1960 or earlier
 - B) 1961
 - C) 1962
 - D) 1963
 - E) 1964
 - F) 1965
 - G) 1966 or later

- Month:**
- | | |
|-------------|--------------|
| A) January | G) July |
| B) February | H) August |
| C) March | I) September |
| D) April | J) October |
| E) May | K) November |
| F) June | L) December |

Day: Blacken the oval corresponding to your day of birth.

2. Sex:

- A) Male
- B) Female

3. How many schools have you attended since you started Grade 1?

- | | | |
|------|------|---------------|
| A) 1 | D) 4 | G) 7 |
| B) 2 | E) 5 | H) 8 - 9 |
| C) 3 | F) 6 | I) 10 or more |

4. Were you born in Canada?

- A) Yes
- B) No

5. If you were NOT born in Canada, about how long have you lived here?

- A) less than 1 year
- B) about 1 year
- C) about 2 years
- D) 3 - 4 years
- E) 5 years or more

6. Did you usually speak a language other than English before you started Grade 1?

- A) Yes
- B) No

7. Is English the language usually spoken in your home?

- A) Yes
- B) No

8. About how many hours of television do you watch on an average day during the week?

- A) usually none
- B) less than 1 hour
- C) about 1 hour
- D) about 2 hours
- E) about 3 hours
- F) about 4 hours
- G) 5 hours or more

9. About how often do you read a newspaper to obtain any kind of information?

- A) usually every day
- B) 3 - 4 times per week
- C) once a week
- D) once a month
- E) hardly ever

10. About how often do you read magazine articles to obtain any kind of information?

- A) hardly ever
- B) once a month
- C) once or twice a week
- D) three or four times a week

11. About how many books do you read (novels, mysteries, biographies, etc.)?

- A) 0 - 2 per year
- B) 3 - 5 per year
- C) 6 - 8 per year
- D) 1 per month
- E) 2 per month
- F) 1 per week
- G) more than 1 per week

12. Please enter your school code in the space provided on your answer card.



WAIT FOR INSTRUCTIONS
BEFORE STARTING THE TEST



There are five choices available for each question, including "I don't know". Select the **ONE** best answer in each case and mark it on your card. If you have no idea of the correct answer, mark oval E, "I don't know".

Example: Which city is the capital of Canada?

- A) Vancouver
- B) Toronto
- C) Ottawa
- D) Montreal
- E) I don't know

Your answer should be response C as shown:



A JOB APPLICATION FORM

Carefully examine the application form on the right, then answer the questions that follow. DO NOT WRITE ON THE APPLICATION FORM.

Example: In which space would you list your address?

- A) 1
- B) 2
- C) 3
- D) 4

E) I don't know

Answer:

☐ A ☐ B ☒ C ☐ D ☐ E

1. If you could operate a typewriter, calculator and other business machines, you would place this information in space

- A) 8
- B) 9
- C) 10
- D) 11

E) I don't know

2. If you had been working at other jobs before applying for this one, you would list the jobs you'd had in space

- A) 9
- B) 10
- C) 11
- D) 12

E) I don't know

3. If you know people who know you well and who can tell others about what kind of person you are, then you would list the names, addresses and telephone numbers of these people in space

- A) 9
- B) 10
- C) 11
- D) 12

E) I don't know

4. If you were born on August 10, 1958, your birthdate would be entered in space 5 as

- A) 10-1958-08
- B) 10-08-1958
- C) 1958-08-10
- D) 08-10-1958

E) I don't know

5. You would put your Social Insurance Number in space

- A) 4
- B) 6
- C) 11
- D) 12

E) I don't know

TURN TO PAGE 6

SAMPLE ONLY — DO NOT WRITE ON THIS FORM.

Personal references: _____ (12)

WORD MEANING IDENTIFICATION — ROOTS AND AFFIXES

Following each sentence below are parts of words which you must combine to make the one best word to complete the sentence.

NOTE: Do not worry that some words would require a spelling change to combine the parts.

Example: After the daughters had done well in the Olympics in Montreal, there was much (1) + (2) in the family.

- | | |
|-----------------|-----------------|
| 1. A) proper | 2. A) -ly |
| B) satisfy | B) -able |
| <u>C) happy</u> | C) -ment |
| D) play | <u>D) -ness</u> |
| E) I don't know | E) I don't know |

(1) ☐ A ☐ B ☒ C ☐ D ☐ E

(2) ☐ A ☐ B ☐ C ☒ D ☐ E

Louise planned to continue her (6) + (7) after graduating from high school.

- | | |
|-----------------|-----------------|
| 6. A) proper | 7. A) -ment |
| B) educate | B) -ed |
| C) play | C) -ion |
| D) light | D) -ful |
| E) I don't know | E) I don't know |

Because the artist was (8) + (9) + (10) with her painting, she destroyed it.

- | | | |
|-----------------|-----------------|-----------------|
| 8. A) un- | 9. A) happy | 10. A) -ed |
| B) in- | B) agree | B) -ment |
| C) dis- | C) care | C) -ful |
| D) pre- | D) satisfy | D) -able |
| E) I don't know | E) I don't know | E) I don't know |

After he hit the tree, we found that the brakes on his car had been (11) + (12) + (13) repaired.

11. A) in-
B) dis-
C) pre-
D) im-
E) I don't know

12. A) satisfy
B) temper
C) happy
D) proper
E) I don't know

13. A) -ment
B) -ly
C) -able
D) -ion
E) I don't know

We have been invited to (14) + (15) the movie tonight, before the tickets go on sale tomorrow.

14. A) dis-
B) im-
C) pre-
D) il-
E) I don't know

15. A) view
B) proper
C) satisfy
D) light
E) I don't know

If the candles go out, we have plenty of matches to (16) + (17) them.

16. A) un-
B) im-
C) pre-
D) re-
E) I don't know

17. A) view
B) care
C) light
D) agree
E) I don't know

Read the passage and answer the questions which follow.

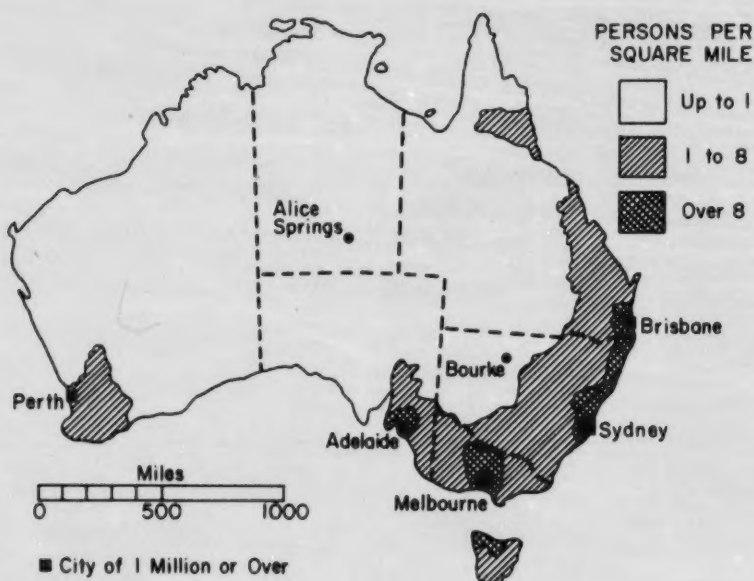
AUSTRALIAN CITIES

A.J. Rose

Most Australians live close to the coast. They do so because the richest parts of the continent are to be found in these areas, where the rainfall is sufficient to allow more cultivation. In these coastal areas the farm population is denser than in the interior and large numbers of small towns have grown to serve the needs of the farm people. It is only in the southwestern and southeastern corners and along the east coast of Australia that these areas are found.

The small towns have grown slowly and few of them have more than 15,000 people. In some places factories have been set up which have enabled such centres to grow considerably bigger. There larger towns are exceptional; the usual Australian country town has a population between 2,000 and 12,000. Its shops straggle along a single main street and the timber dwellings, with their roofs of corrugated iron, are scattered on individual plots of land for distances up to two or three miles from the post office which is the central point of the town. Bourke, in spite of its relative isolation, is a small but representative example of such towns.

The great cities around the coast are very different from the country towns. Each of them is the political capital of the state in which it stands. With the exceptions of Brisbane and Hobart all contain more than half the people within their respective states. In the case of Victoria 63 out of every 100 persons in the state live in the capital, Melbourne. Such concentration means that the cities are large, far larger than one would expect in a country as extensive as Australia with a total population not much larger than that of Greater London. Melbourne has 2,150,000 people, Sydney, 2,500,000, and the population of the cities still continues to grow more rapidly than that of the country areas.



Much of the explanation for this urban growth lies in the history of the development of Australia. The settlers arrived on ships, and naturally settled first at the chosen anchorages which soon developed into townships and ports. As the explorers and pastoralists* pushed inland they looked to the established ports for their supplies, and sent their produce back to the ports to be shipped to the overseas markets. This steadily expanding trade in the ports offered employment to new immigrants, who tended to stay in the towns rather than shift inland. Later, the railways spread their networks out from the port-capitals and accelerated the flow of traffic between town and country, while the development of mining, and such new rural occupations as wheat and dairy farming, added greatly to the volume of goods handled by the coastal cities. These centres became even more important when manufacturing began to develop for the Australian market. It was logical to build factories in the places where there were large numbers of workers, where the local markets were largest, and where other markets could be most easily reached, either by use of the rail network or by coastal shipping. So the great cities have continued to grow rapidly, while few country towns have more than doubled in population in the last thirty years.

This means that the cities spread out over tremendous areas. Most families demand sufficient land not only to build their houses but also to have vegetable gardens, lawns, flowers, and shrubs. Hence, Sydney and Melbourne cover areas which are little smaller than that of Metropolitan London although their populations are much less. The other Australian cities are proportionately large. Most Australians living in cities must travel several miles to their work each morning. The thinness of settlement so obvious in the Australian countryside is also to be seen in the cities, so that transport and other communications, water, sewage, and other services are all very expensive to provide and maintain.

*farmers

-
18. According to the passage, what materials are used to build houses in the typical small towns of Australia?
- A) timber and corrugated iron
 - B) brick and tiles
 - C) concrete and brick
 - D) stucco and timber
 - E) I don't know
19. Why do most Australians live close to the coast?
- A) Scenery is more attractive.
 - B) Housing is more attainable than elsewhere.
 - C) Land for cultivation is better.
 - D) The climate is hot and sunny.
 - E) I don't know
20. Which town is isolated?
- A) Melbourne
 - B) Bourke
 - C) Adelaide
 - D) Sydney
 - E) I don't know

21. Why were railways eventually extended?
- A) to transport people between their country and city homes
 - B) to ship products of the inland settlers to the coast
 - C) to help explorers expand their routes
 - D) to create more jobs for people
 - E) I don't know
22. Why were the coastal towns the first to grow in population?
- A) Sailors were able to explore from these ports.
 - B) Tourists began to vacation there.
 - C) Immigrants undertook a fishing industry.
 - D) Settlers first arrived at these ports.
 - E) I don't know
23. Why are communications and other services expensive to provide and maintain?
- A) Australia is remote from the rest of the world.
 - B) Australia must import many goods and services.
 - C) Australia's settlements are very scattered.
 - D) Australia's population is very large.
 - E) I don't know
24. Which two communities are remote from the coastal areas?
- A) Alice Springs and Bourke
 - B) Bourke and Perth
 - C) Brisbane and Perth
 - D) Sydney and Alice Springs
 - E) I don't know
25. What is the main purpose of this article?
- A) to inform the reader about Australian cities
 - B) to present to the reader a map of Australia
 - C) to inform the reader about early settlement
 - D) to explain the history of Australia
 - E) I don't know
26. What is the largest state capital city in Australia?
- A) Brisbane
 - B) Sydney
 - C) Perth
 - D) Melbourne
 - E) I don't know
27. What would you predict will happen to Australian cities?
- A) become less populated
 - B) become less wealthy
 - C) become more populated
 - D) become more isolated
 - E) I don't know

WORD MEANING IDENTIFICATION — SYNONYMS

The words on this page come from different subject areas. For the questions in this section, you are to choose the word that is closest in meaning to the first word.

Example: JOURNEY

- A) direction
- B) vessel
- C) trip
- D) arrive
- E) I don't know

Answer: C) trip

☐ A ☐ B ☒ C ☐ D ☐ E

28. NOURISHMENT

- A) tolerance
- B) appreciation
- C) sustenance
- D) ambition
- E) I don't know

34. EVALUATE

- A) confirm
- B) testify
- C) presume
- D) judge
- E) I don't know

40. VERIFY

- A) halve
- B) forecast
- C) anticipate
- D) confirm
- E) I don't know

46. DEFICIENT

- A) incomplete
- B) considerable
- C) intact
- D) omissible
- E) I don't know

29. BISECT

- A) pluralize
- B) halve
- C) attribute
- D) duplicate
- E) I don't know

35. ALLOY

- A) balance
- B) mixture
- C) decrease
- D) amount
- E) I don't know

41. DEPICT

- A) portray
- B) record
- C) expand
- D) edit
- E) I don't know

47. PERTINENT

- A) relevant
- B) identical
- C) according
- D) modifiable
- E) I don't know

30. BEHAVIOUR

- A) government
- B) conduct
- C) direction
- D) counsel
- E) I don't know

36. CRITIC

- A) judge
- B) debt
- C) drama
- D) foul
- E) I don't know

42. COMMENCE

- A) terminate
- B) collect
- C) compromise
- D) begin
- E) I don't know

48. CONVERT

- A) continue
- B) return
- C) change
- D) substitute
- E) I don't know

31. MERCHANDISE

- A) articles
- B) purchases
- C) bargains
- D) exchanges
- E) I don't know

37. THEORY

- A) protection
- B) guess
- C) figure
- D) mass
- E) I don't know

43. PLAIN

- A) tributary
- B) savanna
- C) peninsula
- D) inlet
- E) I don't know

49. CONFINED

- A) restrict
- B) intervene
- C) oppose
- D) assign
- E) I don't know

32. SUBSTANTIAL

- A) concerned
- B) considerable
- C) situational
- D) irrelevant
- E) I don't know

38. CONSECUTIVE

- A) dispersible
- B) alternate
- C) successive
- D) assembled
- E) I don't know

44. ACKNOWLEDGE

- A) learned
- B) contradict
- C) predict
- D) recognize
- E) I don't know

50. INVADE

- A) collect
- B) resist
- C) penetrate
- D) rebel
- E) I don't know

33. MANIPULATE

- A) abstain
- B) exert
- C) perceive
- D) manoeuvre
- E) I don't know

39. CONSEQUENCE

- A) speculation
- B) explanation
- C) effect
- D) assign
- E) I don't know

45. LEGITIMATE

- A) relevant
- B) alternate
- C) lawful
- D) corrupt
- E) I don't know

51. PROMINENT

- A) modest
- B) courageous
- C) unknown
- D) outstanding
- E) I don't know

TURN OVER YOUR
ANSWER CARD TO
SIDE 2

THE DICTIONARY — SELECTING WORD MEANINGS

Look at the following definitions of the words. They are lettered and numbered. Select the best definition for the word given in the sentence.

Example: "Don't buffet that child with that stick!" ordered the old gentleman.
In this sentence buffet means the same as in:

- A) k2
- B) k3
- C) k4
- D) l1
- E) I don't know

Answer: k4. knock about; strike; hurt. v.

☐ A ☐ B ☒ C ☐ D ☐ E

- (g) a light' (ə lit'), 1. get down; get off: *alight from a horse*. 2. come down from the air and settle; come down from flight: *The bird alighted on our window sill*. 3. come upon by chance; happen to find. v., a light ed or (Poetic) a lit, a light ing.
- (h) a light' (ə lit'), on fire; lighted up: *Her face was alight with happiness*. adv., adj.
- (i) bass' (bās), 1. low or deep in sound. 2. the lowest male voice. 3. singer with such a voice. 4. lowest part in music. 5. instrument for such a part. 6. for the lowest part in music; that can sing such a part. 1, 6. adj., 2-5 n., pl. bass es.
- (j) bass' (bas), any of various spiny-finned North American fishes used for food, living in fresh water or in the ocean. n., pl. bass es or (especially collectively) bass.
- (k) buf fet' (buf'it), 1. blow of the hand or fist. 2. strike with the hand or fist. 3. knock; stroke; hurt. 4. knock about; strike; hurt: *The waves buffeted him*. 5. fight or struggle against: *He reached home exhausted from buffeting the storm*. 1, 3 n., 2, 4, 5 v., buf fet ed, buf fet ing.
- (l) buf fet' (bú fā' or bu fā'), 1. piece of dining-room furniture for holding dishes, silver, and table linen; sideboard. 2. counter where food and drinks are served. 3. restaurant with such a counter. n.
- (m) de fer' (di fēr'), put off; delay: *Examinations were deferred because so many children were sick*. v., de fer red, de fer ring.
- (n) de fer' (di fēr'), yield in judgment or opinion; submit courteously: *Children should defer to their parents' wishes*. v., de fer red, de fer ring.
- (o) frit ter' (frit'ər), 1. waste little by little. 2. cut or tear into small pieces; break into fragments. 3. a small piece; fragment. 1, 2 v., 3 n. -frit ter er, n.
- (p) frit ter' (frit'ər), a small cake of batter, sometimes containing fruit or other food, fried in fat: *corn fritters*. n.
- (q) kid' (kid), 1. a young goat. 2. its flesh, used as food. 3. its skin, used as fur. 4. leather made from the skin of young goats, used for gloves and shoes. 5. Informal. child. n.
kids, gloves or shoes made of kid.
- (r) kid' (kid), Slang. 1. tease playfully; talk jokingly; banter. 2. humbug; fool. v., kid ded, kid ding. -kid'der, n.
- (s) patter' (pat'ər), 1. make rapid taps: *The rain patters on a windowpane*. *Bare feet patter along a floor*. 2. series of quick taps or the sound they make. 1 v., 2 n.
- (t) pat ter' (pat'ər), 1. rapid and easy talk: *a magician's patter*. 2. talk or say rapidly and easily, without much thought: *patter a prayer*. 3. talk of a class or group: *the patter of beggars and thieves*. 1, 3 n., 2 v.
- (u) sole' (sōl), 1. one and only; single: *the sole heir*. 2. only: *We three were the sole survivors*. 3. of or for only one person or group and not others; exclusive: *the sole right of use*. 4. alone: *a sole undertaking*. adj.
- (v) sole' (sōl), 1. the bottom or under surface of the foot. 2. bottom of a shoe, slipper, boot, etc. 3. piece cut in the same shape. 4. put a sole on. 5. the under surface; under part; bottom. 1-3, 5 n., 4 v., soled sol ing.
- (w) sole' (sōl), a kind of flatfish. European sole is valued highly as food. n., pl. soles or (especially collectively) sole.

52. When the bus reached the depot, most passengers alighted.
In this sentence alighted means the same as in:
- A) q1
 - B) q2
 - C) q3
 - D) h
 - E) I don't know
53. The actress wore kid gloves in the play.
In this sentence, kid means the same as in:
- A) q1
 - B) q3
 - C) q4
 - D) r1
 - E) I don't know
54. For lunch we had fillet of sole.
In this sentence, sole means the same as in:
- A) u1
 - B) v1
 - C) v3
 - D) w
 - E) I don't know
55. The comedian's patter was very funny.
In this sentence, patter means the same as in:
- A) s1
 - B) s2
 - C) t1
 - D) t2
 - E) I don't know
56. "If you can sing bass, you can join the chorus," said the director.
In this sentence bass means the same as in:
- A) i3
 - B) i4
 - C) i5
 - D) j
 - E) I don't know

WORD MEANING IDENTIFICATION — CONTEXT CLUES

In the passages below, certain words are underlined. From the words at the right, choose the one which most closely matches the meaning of the underlined word.

Example: I battled with my foe.

- foe means: A) friend
B) enemy
C) neighbour
D) alien
E) I don't know

Answer: B) enemy

☐ A ☒ B ☐ C ☐ D ☐ E

John claims that David started the fight, but I have witnesses to prove that John initiated it. Even though it is
(57)
obvious that he is lying, John will not retract his claim. Apparently the fight was the result of David neither verifying
(58)
nor denying the rumour that he would be team captain next year.

57. A) stopped
B) represented
C) augmented
D) began
E) I don't know

58. A) contracting
B) contradicting
C) confirming
D) disagreeing
E) I don't know

Instead of the medication improving Susan's allergy, it only aggravated it. Consequently she had to go to the doctor for an injection. Although there was nothing to be afraid of, she was very apprehensive. Susan tried her best
(59)
to hold back her tears, but she could not restrain them.
(60)

59. A) frightened
B) control
C) noticeable
D) induce
E) I don't know

60. A) free
B) control
C) reduce
D) induce
E) I don't know

When I invited Jane for a stroll,
(61)
she agreed as the weather was perfect
for a hike. While at the beach, Jane
thought she saw a ship in the harbour
but I could perceive nothing. Since she
(62)
is usually right, I did not dispute her
(63)
judgment.

61. A) dance
B) sail
C) walk
D) swim
E) I don't know

62. A) discern
B) prevail
C) predict
D) contact
E) I don't know

63. A) agree with
B) dispense with
C) disqualify
D) quarrel with
E) I don't know

People usually do not see me in a
crowd, but they always spot my sister
who is conspicuous because of her fiery
(64)
red hair. In addition, try as I might, my
clothes always look soiled and wrinkled
but she always appears immaculate in
(65)
dress. Although we are siblings, brother
(66)
and sister, we are not alike at all.

64. A) colourful
B) especially pleasant
C) particularly noticeable
D) considerate
E) I don't know

65. A) spotless
B) especially pleasant
C) expensive
D) considerate
E) I don't know

66. A) young in age
B) similar in some way
C) related to one another
D) children of same parents
E) I don't know

UNDERSTANDING LITERARY MATERIALS

Read the passage and answer the questions which follow.

A KIND OF COURAGE

Ruth Sterling

Breathing hard, Davy climbed to the ledge where his clothes lay. He wrapped the large towel around his lanky, shivering body and rubbed his hands briskly. Now that it was over, he felt good. He'd made up his mind to dive and nothing had stopped him—not the dangerous rocks beneath the crashing sea, the chilly Tuesday dawn, or the possibility of his father's roaring anger.

Davy knew the risk and he feared it. One badly angled dive and he could split his head wide open, as that loony kid had done six years ago. Since then people had stayed away from the high rock ledge.

Having dressed in the privacy of the overhanging boulder, Davy wrapped his wet trunks in the towel and hurried toward the road, hoping his father hadn't wakened yet. But his father had seen the dive and was waiting for him—a tough, solid figure in the doorway. His eyes were dark in his lined face; his hands were large, the hands of a man who could hammer and saw—and wallop, too. Davy shrank back, but his father said quietly, "Come in, Son, and eat your breakfast. I'm not going to hit you—that don't work. You used to be a steady boy. Reckon it's your age. But those rocks are dangerous. Use the wharf."

Davy sneered. "The wharf's for the vacationers."

His father grinned. "Maybe so," he said. "Well—be careful, Son."

"I will, Pa. I promise."

As Davy walked past him into the kitchen, he heard, "Now tell me why you did this loony stunt." Don't ask me, Pa, he thought. How could he explain?

It had begun the day before, on Monday, while he was working at his summer job—repairing sagging doors, window sashes, and floors in the city folks' cottages. This particular afternoon he was nailing down the last porch step at the Anderton cottage and stealing glances at the Andertons' lovely daughter, Ginny, who was serving cake and lemonade to friends on the lawn nearby. Suddenly, above the gay chatter and laughter, Davy heard the voice of Clinton Eberley, a rival admirer of Ginny, saying, "Nobody's tried the rocks ever since that guy got himself killed."

"Who'd want to?" Ginny asked, pouring lemonade.

Davy stood up and pushing back a lock of dark blond hair said, "I ain't afraid to try them." Then he realized what he had said, and sweat broke out on his forehead.

Ginny looked up quietly and Clinton peered at him as he lighted a cigarette. "Ever do it?" Clinton said.

"No," Davy said slowly, "but I'm not afraid to try."

Clinton flung the dead match away and looked at the others. "He talks big," he said.

Davy wiped his moist hands on his dungarees and knelt to finish his work. Something soft brushed against his arm and he looked up to see Ginny holding a glass of lemonade. "You must get awfully thirsty working in the sun. Here."

Davy gulped down the cool drink and handed her the glass. "Thanks—Ginny."

Clinton said loudly, "If he wants a drink he can always go around to the kitchen."

Ginny lifted her chin defiantly and looked at Davy. "You want another?" she asked.

Davy shook his head and, gripping the handle of his hammer, swung it down hard. I'll show him, he thought; I'll show them all.

Now, after a hasty breakfast with his father, he went back to the beach and waited. When Ginny appeared in her yellow bathing suit, he called to her and waved. She looked up and waved back, and suddenly Davy lost his head. A wild hammering started in his chest, and he scrambled

to the uppermost jutting boulder about thirty feet above the water. He would make it—he had to make it. He had done it once this morning and he could do it again.

A crowd had gathered, and the city boys on the wharf were watching too. Davy tensed his muscles, ready for the dive.

Then he heard a girl cry: "Don't — don't do it, Davy!" He looked down and saw Ginny holding out her arms to him, begging him to stop. Davy stared at her. "Come down," she cried. "Please, Davy, come down!"

The anguish in her voice caused him to hesitate and then step back. But when Clinton shouted, "What's the matter—you chicken out?" he clenched his fists and stepped into diving position again. He couldn't back out now. He didn't want to. He *knew* he could make the dive.

"Davy . . ." There was fear in Ginny's voice. "Davy, please don't dive," she called.

He sat down to keep from diving, his head in his hands. From below came the laughter of the city boys, the strident hoot of Clinton louder than the rest. Davy's palms were wet as he fought back the impulse to leap up and dive, no matter what Ginny wanted.

When he looked down, the crowd was leaving. Only Clinton and Ginny stood watching as he came down the rocks—slowly for he was suddenly exhausted. They walked toward him—Ginny pale and close to tears, Clinton smiling condescendingly.

"You looked like a champ on that one," Clinton taunted.

Davy clenched his fists, but Ginny laid her hand on his arm and he slowly relaxed.

He wished he could tell her how it was—that it was harder to let Clinton think he was yellow than it would have been to dive. But he couldn't explain it exactly, the different kind of courage it had taken. Any kid could have taken the dare and dived off the cliff, but it took—well—a man to let himself be ridiculed for something no one would understand.

"I wasn't afraid," Davy said. "I wasn't scared of diving."

"I know," she said, and slipped her arm through his. "But what you did was braver."

67. Where does the story take place?

- A) at a lakeside resort
- B) at a ski resort
- C) at a seaside resort
- D) in an inland city
- E) I don't know

68. Which one of the following is true?

- A) The time sequence in the story involves a flashback.
- B) Events are presented in the order that they would occur in real life.
- C) The story is told entirely in the present tense.
- D) The author does not provide enough information about the time sequence for the reader to make a judgment.
- E) I don't know

69. Why was diving from the rocks considered risky?

- A) Davy had hurt himself trying once before.
- B) A boy had injured his head trying to dive from them.
- C) The rocks were part of a private beach for vacationers.
- D) Davy might feel a fool if he failed.
- E) I don't know

70. What was Ginny's family name?

- A) Sterling
- B) Eberley
- C) Anderton
- D) Cavanagh
- E) I don't know

71. The story takes place in

- A) Spring
- B) Summer
- C) Fall
- D) Winter
- E) I don't know

72. Which one of the following best describes Clinton Eberley?

- A) a quiet, sensitive boy burdened with inner fears
- B) a natural leader who is considerate of others
- C) a whining sneak who lies to get his own ends
- D) a bit of a loudmouth out to put others down
- E) I don't know

73. The tension in the story relaxes when

- A) the crowd gathers to watch Davy dive.
- B) Davy hears the anguish in Ginny's voice.
- C) Ginny pleads with Davy to stop.
- D) Davy sits down and places his head in his hands.
- E) I don't know

74. How did Davy feel when he went up on to the rocks the second time?

- A) confident
- B) foolish
- C) brave
- D) scared
- E) I don't know

75. Which one of the following best expresses the main idea of the story?

- A) Davy's determination in facing his father
- B) Davy's courage in diving from a high rock ledge
- C) Davy's bravery in resisting the jeers from Clinton and the city boys
- D) Davy's patience in overcoming a physical disability
- E) I don't know

76. Which one of the following statements from the story suggests that Davy's father was used to hard physical work?

- A) His eyes were dark in his lined face.
- B) His hands were large.
- C) " the hands of a man who could hammer and saw."
- D) " a tough, solid figure in the doorway."
- E) I don't know

THE CLASSIFIED ADVERTISEMENT

Use the following classified advertisements to answer the questions on the next page.
Read the questions first.

21 HELP WANTED GENERAL

ADVERTISEMENTS IN THIS CLASSIFICATION MUST COMPLY WITH THE BRITISH COLUMBIA HUMAN RIGHTS ACT

- (1) **WANTED IMMEDIATELY:** A kindly, understanding person to act as a companion housekeeper to an elderly lady. A basic appreciation of, and an ability to deal with, elderly persons is essential. Room and board in a private home plus remuneration. Please call 368-6090.
- (2) **ASSISTANT TO SUPERVISOR** required for Sept. 1, 1976. Hours 9:30 a.m. to 5:30 p.m., qualified to CCLB requirements. Reply in writing to the supervisor, B.C. Government Employees Day Care Centre, 433 Kingston St., Victoria, B.C.
- (3) **ATTRACTIVE FASHION CONSCIOUS** young person wanted to take pictures and or sell flowers in cabarets. No experience. Own car needed. Integrity a must. Full and part time positions available. Above average earnings. Laura's Flowers and Photos. 429-8295, page number 917.
- (4) **JANITORIAL HELP WANTED.** Light duty help from 4 to 6 hours. Heavy duty help from 4 to 8 hours. All evening work. Good pay and working conditions. Reply to Victoria Press Box 1907.
- (5) **RENOVATION CONTRACTOR** requires assistant. Applications welcomed from both sexes. Experience not necessary. 368-7441 after 5.
- (6) **REST HOME IN BRENTWOOD** area. Requires weekend and relief cook. Must have own transportation. Salary \$3.25 per hour. 751-8193.

22 OFFICE HELP

ADVERTISEMENTS IN THIS CLASSIFICATION MUST COMPLY WITH THE BRITISH COLUMBIA HUMAN RIGHTS ACT

- (7) **LAW OFFICE REQUIRES** conveying secretary with a minimum of 3 years experience to take a senior position. Salary commensurate with experience and ability. Please reply in writing to Miss J.D. Penn, Stark and Bryant, P.O. Box 3887, Victoria, B.C.
- (8) **LOCAL OFFICE EQUIPMENT** firm requires experienced clerk typist for general office work, telephone receptionist and counter sales. Excellent working conditions. Permanent position. Phone Mrs. D. Schmidt 429-7148 or 368-8469 for interview.
- (9) **DICTA-TYPIST** Busy insurance office. Previous Autoplan experience preferred. Not essential if good dicta-typist with 2 to 3 years office experience. 4 to 5 hours per day. Salary \$4.50 per hour. Duke Personnel, 1478 Douglas, 429-8485.
- (10) **LOCAL OFFICE EQUIPMENT** firm requires service technician. Duties include servicing typewriters and photocopiers with some training on electronic calculators. Apply in own handwriting to Victoria Press Box 5916.
- (11) **Senior litigation secretary** required by medium-sized law firm. Must be able to work on own. Salary—good, but commensurate with experience. Reply Wilkinson, Peacock and Company, 201-1636 Pandosy Street, Kelowna, B.C. or telephone 751-5938.
- (12) **PERSON FRIDAY REQUIRED** for beauty supply company. At least 5 years experience, good with figures and invoices, pleasant personality, interested in long time employment. 368-6618, 4-5 p.m.
- (13) **EXPERIENCED SECRETARY** required August 1st to train for small estate department. Former legal experience an asset. Send resume to Box 2811, Victoria.
- (14) **ALCAN BUILDING PRODUCTS** require person for invoicing and related clerical duties. Typing skills min 50 wpm. Phone for interview, 429-3901.
- (15) **DENTAL ASSISTANT, ORTHODONTIC** office, experienced or certified, typing, apply in writing, Mrs. A. Malkin, 702-2629 Yates.
- (16) **SECRETARY WITH LEGAL** experience and shorthand for senior position small law firm, good salary. 368-8980.
- (17) **EXPERIENCED TELLER** required. Apply Mrs. C. Cartright, Toronto-Dominion Bank, 2915 McKenzie and Borden, 429-7986.
- (18) **DENTAL ASSISTANT REQUIRED** for recently established General Practice. Apply Victoria Press, Box 3589.

78 BICYCLES

PHIL BROWN
4711 GOVERNMENT STREET
Between Bay and Hillside
The Leading Bike Shop

- (19) **SKATE BOARD SPECIAL**
\$19.95
MASTER CHARGE
TRADES WELCOME
CHARGE X
Open Mon. - Sat. 8:30 - 5:30
Friday 'till 9

A BIKE
for every size . . . and
every budget at

- (20) **ESQUIMALT PAT BAY BICYCLE**
605 Esquimalt Rd. 368-6904
3960 Pat Bay Ave. 587-8107

MOTORIZED BIKE

- (21) **From \$359—Insurance from \$42**
Pedal or ride it—Sensible—fantastic. Free literature. I.M.I. 1633 Canalman, Victoria, V8W 8B8. 451-3058.

- (22) **BUY, SELL, TRADE, REPAIR**
Deal direct with qualified mechanic, save 50% on labor. Expert buckled wheel. New, used bikes, all sizes, lowest prices. Open 8-8; Sun. 12-5. 368-5804. Bruno Industries. 3601 Govt.

- (23) **NEW MOTOCANE 10-SPEED** with compariere carrier, holds tent and sleeping bags for touring. 538-8039. Phone anytime.
- (24) **GIRL'S TWO-WHEEL BIKE**, good condition, \$25. 368-0616 after 5.
- (25) **LADIES' 10-SPEED. LITTLE** used with lights \$70. 781-0219 after 6.
- (26) **ADULTS TRICYCLE LIKE NEW**, with light front and rear brakes, \$225. 429-3106.
- (27) **THREE STANDARD BIKES.** Lady's, boy's, girl's, as new. Best offers. 429-4894.
- (28) **PEUGEOT \$75. APOLLO \$70.** Iverson \$60. 3829 Old West Saanich.
- (29) **COBRA 10-SPEED BICYCLE \$45** 368-4668.
- (30) **APOLLO 10-SPEED. ASKING** \$70. 751-8179.
- (31) **FOUR 10-SPEEDS, ALL IN** good condition. Various prices. 767-8175.
- (32) **2 GIRLS BICYCLES. VERY** good condition. 429-1870
- (33) **PEUGEOT 10-SPEED. 21", IN** good condition. \$95. 429-1106.
- (34) **MEN'S 10-SPEED BIKE, \$85.** Phone 362-5189, 8022 Carroll St.
- (35) **MEN'S RALEIGH 5-SPEED BICYCLE.** Good condition. 429-1291.

201 APARTMENTS TO RENT

- (36) **WHY RENT?**
Less than \$2,000 down will get you a one-bedroom, fully furnished apartment with mountains and water views, sauna, whirlpool and pool room. Prices start from \$31,000. Call: 751-5272 JIM BOYER 751-2865 HARRY THOMPSON 368-5272 656-5882 DOMINION TRUST
- (37) **ENJOY CAREFREE LIVING**
In a nicely furnished studio apartment in a clean, quiet block beside Beacon Hill Park and steps from the ocean front. Weekly maid service, linen, free laundry, cable, and electricity all included for only \$220. 368-9361 or 368-1907.
- (38) **COMPACT FURNISHED BACHELOR** apartment, ideal for working tenant or pensioner. No children, no pets. Security deposit required. Contact manager, 11 a.m. to 3 p.m. 1829 Fisgard. 1 block from the Bay.
- (39) **SUBLET JULY, AUGUST, SEPTEMBER,** 1 bedroom, swimming pool, sauna, fantastic ocean view, high rise, \$300 per month. References. 751-8459.
- (40) **LARGE 1-BEDROOM FURNISHED** condominium with 1½ bathrooms, overlooking Beacon Hill Park. Sauna and whirlpool. 368-1887.
- (41) **JULY 1, UNIVERSITY AREA.** Pleasant well-furnished 1-bedroom apartment. Private entrance. Utilities included. Reasonable. Quiet business lady. References. 429-8759.

- (42) **BACHELOR APARTMENTS** with kitchen. Weekly maid service. Rates from \$55 per week. 160 George Rd. East, 751-6121.
- (43) **SMALL FURNISHED SELF-** contained bachelor suite for one person. Own entrance. All included. \$150. Available immediately. 368-7892.
- (44) **JUBILEE DISTRICT, NICELY** furnished bachelor suite, suitable for clean, mature working lady. Not suitable for children or pets. 429-1823 or 429-6321 after 7.

134 CARS FOR SALE

- (45) **1974 CADILLAC**
46,000 miles, one-owner car, like new, complete Cadillac equipped, \$6,930. Telephone 368-0128 extension 236 or see at No. 3016 Washington Ave.
- (46) **1971 PONTIAC LEMANS 250-T37,** blue, 4-door sedan, automatic, power steering, one owner, genuine mileage 9,450, radio, interior immaculate. \$3,200. 751-0017.
- (47) **MOVING TO EUROPE, MUST** sell 1973 Chev Malibu 9-passenger station wagon, excellent condition, Color, blue, V8, power steering, power brakes, \$3,495. 429-0015.
- (48) **1970 TORINO. AIR CONDITION-** ing, power steering, power brakes, automatic transmission. 42,000 miles. Good condition. 429-4916.
- (49) **1973 CELICA, EXCELLENT** condition, 26,000 miles, Michelin radials, U.S. Mags, \$3,400 and offers. 537-1038.

151 SPORT, IMPORT CARS

- (50) **1971 CORVETTE STINGRAY**
350-LT-1 engine, angle plug heads, Edelbrock Torquer manifold, Huxley carburetor, Cyclone headers, stereo tape deck, excellent condition, 8,000 miles on new engine. For information call 781-0034 or 751-9612 between 5 and 8 p.m.
- (51) **1972 DATSUN 240Z, BRAND** new silver gray paint job. Brake job, front and back on guarantee and front suspension overhaul. Black interior. AM-FM Radio. 39,000 miles. Can view at 3200 Kaitasin Road, Sooke. 751-8816. \$3,800.
- (52) **IMMACULATE MGB WITH** only 3,000 miles, be sure about what you are buying, just completely checked out by Car Clinics Diagnostic Centre and just government tested, \$108 per month OAC or \$4,395. 426-8491.
- (53) **1970 124 FIAT SPYDER CON-** vertible. AM-FM radio, steel belted Michelin radials. 3 speed, 4-wheel power disc brakes. Ex. condition, \$2,200. Phone 368-1812.
- (54) **66 MERCEDES BENZ 230SL** hardtop convertible, excellent condition. Will consider some trades. Serious offers only please. 751-1948 after 5.
- (55) **MUST SELL, 1956 CORVETTE** roadster. Very good condition. For more information phone 368-1959 after 6 or 368-2928 days. Ask for Gene.

77. Which ad would you answer if you had only \$45.00 to spend on a 10 speed bicycle?

- A) No. 21
- B) No. 28
- C) No. 29
- D) No. 32
- E) I don't know

78. Which ad would you probably answer if you had no previous working experience?

- A) No. 5
- B) No. 7
- C) No. 9
- D) No. 12
- E) I don't know

79. Which ad would you answer if you wished to rent an unfurnished bachelor suite?

- A) No. 36
- B) No. 37
- C) No. 41
- D) No. 42
- E) I don't know

80. Which ad could you answer if you had \$200.00 per month to spend on rent?

- A) No. 36
- B) No. 37
- C) No. 42
- D) No. 43
- E) I don't know

81. What does the statement immediately below "Help Wanted General" mean for all ads?

- A) must always be read by the Human Rights Commission
- B) should be readable by all humans
- C) must not discriminate against any persons or groups
- D) ought to state the advertiser's prejudices
- E) I don't know

NEWSPAPER ARTICLE

Read the passage and answer the questions which follow.

CRASH VICTIM:

No Survival Gear

(Canadian Press) YELLOWKNIFE, N.W.T.—One of four men stranded more than four days in -30 temperatures after a plane crash has criticized a Manitoba-based airline for not equipping the aircraft with survival gear.

The men were rescued Tuesday 100 miles west of Repulse Bay on the Arctic Circle by a Canadian Armed Forces helicopter.

Ronald Fries, 40, a N.W.T. government electrician, said he and his three companions should have been rescued earlier.

Fries was the passenger in a Twin Otter operated by Calm Air of Lynn Lake, Man., which crashed Thursday en route from the Hudson Bay community of Rankin Inlet to Repulse Bay.

"We were out there for about four days unnecessarily," Fries of Rankin Inlet said Tuesday.

"We should have been picked up Friday some time. It was possible to pick us up Friday. They knew where we were."

Calm Air president Arnold Morberg said the men couldn't have been rescued Friday because a helicopter was needed and the airline couldn't find one.

Also aboard the plane were Lionel Dobson, 42, of Rankin Inlet, pilot Ronald Dietz of Thompson, Man., and co-pilot Bruce Winslow of Lynn Lake. The four emerged relatively unscathed from the ordeal, although Fries had a broken rib.

Fries said that after crashing in heavy cloud, the men had to do without food until an armed forces Hercules aircraft dropped rations the following day. "They (Calm Air) didn't have anything, believe me nothing, aboard," said Fries.

Morberg said Wednesday he was unaware of the alleged lack of supplies.

"I'm looking into that," he said in a telephone interview from Rankin Inlet. "All our planes are equipped with food and supplies."

82. Where were the four men stranded?

- A) Northern Manitoba
- B) Arctic Circle
- C) Lynn Lake
- D) Hudson Bay
- E) I don't know

83. Who was the pilot of the plane?

- A) Ronald Fries
- B) Bruce Winslow
- C) Ronald Dietz
- D) Arnold Morberg
- E) I don't know

84. What is Calm Air?

- A) a small town in the north of Canada
- B) a company in the North West Territories
- C) the weather message from Rankin Inlet
- D) an airline in Manitoba
- E) I don't know

85. Why could the men not be rescued immediately?

- A) No helicopter could be found to rescue them.
- B) The position of the crash was not known.
- C) It was too cold (-30) to send a rescue party.
- D) Heavy cloud hampered the search.
- E) I don't know

86. Why is Fries critical of the airline?

- A) Their plane was not insulated against the cold temperatures.
- B) Their plane was not equipped to handle heavy cloud conditions.
- C) Their plane was not equipped with food and supplies.
- D) Their plane could not be immediately found by the armed forces Hercules aircraft.
- E) I don't know

THE DESCRIPTIVE ADVERTISEMENT

Carefully examine the advertisement below and answer the questions which follow.

CHEQUE MATE

The World's First Brainy Cheque Book

Use this amazing portable .5 kilogram pocket computer at your local bank.

Makes regular calculators obsolete! Slips easily into purse or pocket.

Your CHEQUE MATE never makes a mistake.

Use your CHEQUE MATE for controlling cheques, deposits and your bank balance and say good-bye to embarrassing computing errors. CHEQUE MATE will hold your balance in its PERMANENT MEMORY.

Your CHEQUE MATE goes where you go.

No longer a slave to electrical outlets your CHEQUE MATE gives twelve long months of service from its six batteries making untidy wires, plugs or chargers a thing of the past.

Your CHEQUE MATE masters more than money.

Think of the number of calculations you have to make every week!

In school, in the supermarket, at your workbench, in the kitchen.

This versatile little gadget can help out.

ONLY \$39.95 plus \$2.50 postage

P.A. & P. Sales Group, 1049 Bloor St., Agincourt, Ont., Y1K 7P2

87. What are you being urged to buy?
- A) a brainy cheque book
 - B) a personal banking system
 - C) a bank account
 - D) a calculator
 - E) I don't know
88. How much does the item weigh?
- A) half a kilogram
 - B) six grams
 - C) twelve grams
 - D) 39.95 grams
 - E) I don't know
89. Which one of the following is specifically stated in the advertisement?
- A) The CHEQUE MATE is available at your local bank.
 - B) You will never make another banking error.
 - C) The calculator will fit easily into every purse or pocket.
 - D) The CHEQUE MATE weighs half a kilogram.
 - E) I don't know
90. Which of the following statements from the advertisement is an opinion?
- The CHEQUE MATE
- A) makes all other calculators obsolete.
 - B) automatically inserts two decimal places.
 - C) costs \$39.95 plus \$2.50 postage.
 - D) is available from P.A. & P. sales.
 - E) I don't know
91. What is the main purpose of this advertisement?
- A) to give you some information about your cheque book
 - B) to evaluate the calculator
 - C) to persuade you to buy a calculator
 - D) to help you improve your computation
 - E) I don't know

THE CONSUMER REPORT

Carefully examine the consumer report below and answer the questions which follow.

The "brainy chequebook," the ad proclaimed. "Never make another cheque book error." The product being hawked was CHEQUE MATE, a basic—very basic—calculator in a plastic case also designed to hold your chequebook. The .5 kilogram gadget is supposed to be a handy, portable aid to controlling your cheques, deposits, and bank balance. It comes with six AAA-size batteries that should last about a year in normal use (it does not operate on normal house current).

CHEQUE MATE only adds and subtracts. You key in a number, press the "deposit" key, and the amount is added to your balance. A press of the "cheque" button subtracts any amount you may enter. The "balance" key recalls and displays your chequing-account balance and the "clear" key blanks the screen after you've seen it. Your balance is held in a "permanent" memory, even with the machine turned off, for as long as the batteries last. The display shows six reasonably bright digits.

Whether you "never again" make an error rests entirely on your ability never again to make an entry error. The keyboard markings don't help. The markings aren't right on the keys; they're between them on the panel. It's all too easy to press a 6 when you want a 3.

The keyboard layout doesn't correspond to most other calculators' either — CHEQUE MATE has 1, 2, 3 on its top row of numbers while every other small calculator CR has seen has 7, 8, 9 on top. Nor is the machine very portable; dimensions of 2.5 x 17.2 x 10.0 cm make it a bit bulky for a jacket pocket or purse.

In short, except for its permanent memory, the CHEQUE MATE doesn't do anything you can't do just as easily (or more easily) with a conventional calculator.

92. The CHEQUE MATE has how many arithmetical functions?

- A) one
- B) two
- C) three
- D) four
- E) I don't know

93. Reading the report makes you feel that you can

- A) place a good deal of trust in the advertisement for the CHEQUE MATE.
- B) not trust everything in the CHEQUE MATE advertisement.
- C) be sure that everything in the CHEQUE MATE advertisement is a lie.
- D) demonstrate the truth of the saying, "It must be true. It was in the newspaper."
- E) I don't know

94. What is the main purpose of this report?

- A) to persuade you to buy a calculator
- B) to evaluate the calculator
- C) to describe the calculator
- D) to amuse you
- E) I don't know

95. The report says the product was being "hawked". Use of this word suggests that the writer of the report thinks that the CHEQUE MATE is

- A) a pretty fair machine.
- B) worth the money.
- C) an inferior product being passed off as a quality item.
- D) not worth considering.
- E) I don't know

96. Which of the following is a criticism of the CHEQUE MATE as presented in the report?

- A) The batteries don't last as long as the advertisement claims they do.
- B) The 'permanent' memory is not really permanent.
- C) The machine is not very portable.
- D) The keyboard markings are incorrectly placed.
- E) I don't know

Read the passage and answer the questions which follow.

HELEN KELLER

Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her fingertips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabets and could read and write. She began speech lessons in 1890 with Sarah Fuller. Helen entered Radcliffe College in 1900 and was elected vice-president of her freshman class. After graduation, Helen began to study the problems of the blind. She toured the United States, Europe and Asia, giving lectures on behalf of the handicapped. She also wrote many books and articles, including an autobiography of her early years.

97. What is this story about?
- A) a person who was born blind
 - B) a famous speaker who became blind and deaf
 - C) a blind teacher who taught deaf people to speak
 - D) a blind and deaf girl who learned to speak, read and write
 - E) I don't know
98. What does the author describe about Helen Keller?
- A) how she looked
 - B) how she played the piano
 - C) what she liked to read
 - D) what she learned to do
 - E) I don't know
99. Which one of these statements about Helen Keller is false?
- A) She could enjoy music.
 - B) She could travel widely.
 - C) She could read and write.
 - D) She could communicate with other people.
 - E) I don't know
100. Why might you read Helen Keller's story about herself?
- A) to read a humorous story
 - B) to find out about eyesight
 - C) to learn about someone else's life
 - D) to find out about new teaching methods
 - E) I don't know
101. When did Helen Keller study the problems of the blind?
- A) as a subject in College
 - B) before deciding to go to College
 - C) after she graduated from College
 - D) during the time she was taught by Miss Sullivan
 - E) I don't know

THE DICTIONARY — BASIC SKILLS

Below are some questions on information given in a dictionary. Read each question and choose the correct answer from the list.

102. Which one of the following words appears first in a dictionary?

- A) past
- B) park
- C) picnic
- D) playground
- E) I don't know

103. Which of the following shows you the correct way to say rabbit?

- A) rābīt
- B) rābīt'
- C) rābīt
- D) rā bīt'
- E) I don't know

104. Look at this dictionary page:

Which one of the following words would also be on this page.

- A) rabbit
- B) river
- C) rubber
- D) trap
- E) I don't know

rent	_____

rope	_____

105. "Mr. Popper was a house painter." Which of the following dictionary meanings fits the word painter as it is used here?

- A) an artist
- B) an American mountain lion
- C) a rope on the front of a boat
- D) a person who paints woodwork
- E) I don't know



END OF TEST

PLEASE CHECK YOUR WORK



ACKNOWLEDGEMENTS

The following items are used with permission:

"Australian Cities" from
How People Live in Australia
A.J. Rose
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G. Cavanagh and K. Syles
McClelland and Stewart Ltd., 1973.

"The Consumer Report" from
Consumer Reports,
Vol. 40, No. 9, September, 1975.

"Helen Keller" from
National Assessment of Educational Progress
Denver, Colorado

**BRITISH COLUMBIA
LEARNING ASSESSMENT PROGRAM**



READING



1977
12

INSTRUCTIONS

HOW TO MARK YOUR ANSWER ON THE ANSWER CARD.

Use an **ORDINARY SOFT BLACK PENCIL** to darken the oval which corresponds to the **ONE** best answer for each question.

DO NOT use a coloured pencil, ballpoint or other pen. Take care not to let your pencil run beyond the edges of the ovals. If you make a mistake, erase the mark completely.

For example: **Do you live in Canada?**

- A) Yes
- B) No

Your answer should be as shown:



BACKGROUND INFORMATION

Blacken the oval corresponding to your answer.

1. What is your date of birth?

- Year:
- A) 1956 or earlier
 - B) 1957
 - C) 1958
 - D) 1959
 - E) 1960
 - F) 1961
 - G) 1962 or later

- Month:
- A) January
 - B) February
 - C) March
 - D) April
 - E) May
 - F) June

- G) July
- H) August
- I) September
- J) October
- K) November
- L) December

Day: Blacken the oval corresponding to your day of birth.

4. Were you born in Canada?

- A) Yes
- B) No

5. If you were NOT born in Canada, about how long have you lived here?

- A) Less than 1 year
- B) About 1 year
- C) About 2 years
- D) 3 - 4 years
- E) 5 years or more

2. Sex:

- A) Male
- B) Female

6. Did you usually speak a language other than English before you started Grade 1?

- A) Yes
- B) No

3. How many schools have you attended since you started Grade 1?

- | | | |
|------|------|---------------|
| A) 1 | D) 4 | G) 7 |
| B) 2 | E) 5 | H) 8 - 9 |
| C) 3 | F) 6 | I) 10 or more |

7. Is English the language usually spoken in your home?

- A) Yes
- B) No

8. About how many hours of television do you watch every day?
- A) Usually none
 - B) Less than 1 hour
 - C) About 1 hour
 - D) About 2 hours
 - E) About 3 hours
 - F) About 4 hours
 - G) 5 hours or more
9. About how often do you read a newspaper?
- A) Usually every day
 - B) 3 - 4 times per week
 - C) Once a week
 - D) Once a month
 - E) Hardly ever
10. About how often do you read magazine articles?
- A) Hardly ever
 - B) Once a month
 - C) Once or twice a week
 - D) Three or four times a week
11. About how many books do you read (novels, mysteries, biographies, etc.)?
- A) 0 - 2 per year
 - B) 3 - 5 per year
 - C) 6 - 8 per year
 - D) 1 per month
 - E) 2 per month
 - F) 1 per week
 - G) More than 1 per week
12. What is your father's or guardian's occupation? (Choose the best answer).
- A) Clerical (clerk, secretary, etc.)
 - B) Deceased
 - C) Farmer (own farm)
 - D) Managerial (own business, company manager, executive)
 - E) Mining, logging, fishing, farm work
 - F) Professional (doctor, lawyer, teacher, graduate engineer)
 - G) Retired
 - H) Sales (retail business, insurance, real estate)
 - I) Semi-skilled work (factory, mill worker)
 - J) Service (armed forces, police, motel employee)
 - K) Skilled worker (construction, production, tradesman)
 - L) Technical (technologist, electronic technician)
 - M) Transport, communication (telephone, bus, newspaper)
 - N) Unskilled worker (labourer)
 - O) Other
13. What is your mother's or guardian's occupation (Choose the best answer).
- A) Clerical (clerk, secretary, etc.)
 - B) Deceased
 - C) Farmer (own farm)
 - D) Homemaker
 - E) Managerial (own business, company manager, executive)
 - F) Professional (doctor, lawyer, teacher)
 - G) Retired
 - H) Sales (retail business, insurance, real estate)
 - I) Semi-skilled work (factory, mill worker)
 - J) Service, recreation (motel employee, waitress)
 - K) Skilled worker (production, trade)
 - L) Technical (data processor, medical or dental technician)
 - M) Transport, communication (telephone operator)
 - N) Unskilled worker (farm worker, domestic service, etc.)
 - O) Other
14. What do you plan to do after leaving secondary school?
- A) Look for a job
 - B) Business school
 - C) Vocational, art or trade training
 - D) Technical institute
 - E) Community college-university transfer program
 - F) Community college-career program
 - G) University
 - H) Other plans
 - I) Undecided
15. Please enter your school code number in the space provided on your answer card.



WAIT FOR INSTRUCTIONS
BEFORE STARTING THE TEST



There are five choices available for each question, including "I don't know". Select the **ONE** best answer in each case and mark it on your card. If you have no idea of the correct answer, darken oval E, "I don't know".

Example: Which city is the capital of Canada?

- A) Vancouver
- B) Toronto
- C) Ottawa
- D) Montreal
- E) I don't know

Your answer should be response C as shown:

☐ A ☐ B ☒ C ☐ D ☐ E

A JOB APPLICATION FORM

Carefully examine the application form on the right, then answer the questions that follow. DO NOT WRITE ON THE APPLICATION FORM.

Example: In which space would you list your address?

- A) 1
- B) 2
- C) 3
- D) 4

E) I don't know Answer: ☐ A ☐ B ☒ C ☐ D ☐ E

1. If you could operate a typewriter, calculator and other business machines, you would place this information in space
A) 8
B) 9
C) 10
D) 11
E) I don't know
2. If you had been working at other jobs before applying for this one, you would list the jobs you'd had in space
A) 9
B) 10
C) 11
D) 12
E) I don't know
3. If you know people who know you well and who can tell others about what kind of person you are, then you would list the names, addresses and telephone numbers of these people in space
A) 9
B) 10
C) 11
D) 12
E) I don't know
4. If you were born on August 10, 1958, your birthdate would be entered in space 5 as
A) 10-1958-08
B) 10-08-1958
C) 1958-08-10
D) 08-10-1958
E) I don't know
5. You would put your Social Insurance Number in space
A) 4
B) 6
C) 11
D) 12
E) I don't know

TURN TO PAGE 6

SAMPLE ONLY — DO NOT WRITE ON THIS FORM.

Personal references: _____ (12)

WORD MEANING IDENTIFICATION — ROOTS AND AFFIXES

Following each sentence below are parts of words which you must combine to make the one best word to complete the sentence.

NOTE: Do not worry that some words would require a spelling change to combine the parts.

Example: After the daughters had done well in the Olympics in Montreal, there was much (1) + (2) in the family.

1. A) proper
B) satisfy
C) happy
D) play
E) I don't know

2. A) -ly
B) -able
C) -ment
D) -ness
E) I don't know

(1) ☐ A ☐ B ☒ C ☐ D ☐ E

(2) ☐ A ☐ B ☐ C ☒ D ☐ E

Louise planned to continue her (6) + (7) after graduating from high school.

6. A) proper
B) educate
C) play
D) light
E) I don't know

7. A) -ment
B) -ed
C) -ion
D) -ful
E) I don't know

Because the artist was (8) + (9) + (10) with her painting, she destroyed it.

8. A) un-
B) in-
C) dis-
D) pre-
E) I don't know

9. A) happy
B) agree
C) care
D) satisfy
E) I don't know

10. A) -ed
B) -ment
C) -ful
D) -able
E) I don't know

After he hit the tree, we found that the brakes on his car had been (11) + (12) + (13) repaired.

11. A) in-
B) dis-
C) pre-
D) im-
E) I don't know

12. A) satisfy
B) temper
C) happy
D) proper
E) I don't know

13. A) -ment
B) -ly
C) -able
D) -ion
E) I don't know

We have been invited to (14) + (15) the movie tonight, before the tickets go on sale tomorrow.

14. A) dis-
B) im-
C) pre-
D) il-
E) I don't know

15. A) view
B) proper
C) satisfy
D) light
E) I don't know

If the candles go out, we have plenty of matches to (16) + (17) them.

16. A) un-
B) im-
C) pre-
D) re-
E) I don't know

17. A) view
B) care
C) light
D) agree
E) I don't know

UNDERSTANDING CONTENT MATERIALS

Read the passage and answer the questions which follow.

CULTIVATION OF THE SEA AND ITS PRESENT EXPLOITATION

Georg Borgshom

The New Granaries

Today man stands looking hopefully at the expanses of the seas, wondering if they are perhaps going to be the new granaries which he so badly needs since the limits of what the land surfaces may provide will inexorably be reached. Daily newspapers and popular science writings abound with imaginative expositions about the potentialities of the ocean, the new continent which is going to save mankind. They vie with each other in visionary prospects of how an agriculture of the sea would look: frogmen with artificial lungs will, like subaquatic acrobats, drive tractors, especially built with larvae feet, across the ocean bottom in pairs, each manoeuvring one end of a gigantic net or trawl. In another, earlier phase, fishing boats are seen crossing the vast water expanses in orderly battalions along a broad front miles long, catching everything alive by suction or electronic attraction, discarding the non-usable, keeping the good fish and returning to the ocean the fry and young fish. The non-usable goes to reduction plants for mass production of poultry feed or hog feed. Other writers speak about huge hanging gardens where large ocean areas have been fenced in with plastic cloth, inside which algae and fish are mass-cultivated. To put it briefly, an effort is made to instill the belief that ocean cultivation is just in the offing. Mankind is being conditioned to take the step from organized hunting in the oceans to regular sea culture, with the implication that fish ranches soon will become a regular feature of the oceans.

The step from individual to organized hunting on a large scale, however, has by and large been taken during the latest half-century and on the whole came as the result of planned research in a number of fields. Oceanography widened man's knowledge about sea currents, about the composition of the sea-water, about light and temperature conditions. Marine biology expanded man's acquaintance with the living world of the oceans and, what is still more important, revealed step by step the laws that govern the productivity of the seas. It further shed light on the life of commercial fish species from the egg clusters through various development stages into large shoals: their feed, their ecological boundaries in salt and temperature, their migration, behavioral patterns and so forth. Electronics and ultrasonics have provided new technical devices for the search and tracing of fish shoals and the study of their diurnal movements and seasonal migrations. Despite all these impressive advances we still know far too little to make the radical shift to a systematic cultivation of fish. The truth is rather the opposite; increased knowledge has dampened the enthusiasm and given us a more realistic picture of the intricate and complex conditions under which the oceans produce and maintain life.

The Sea — Not Limitless

The immensity of the oceans — covering two-thirds of the earth surface — and the fish abundance in some waters, undoubtedly explain many of the exaggerations and oversimplifications presented about the potentialities of the seas and their fish riches. There is hardly an article or a book on the subject which does not resort to terms like "inexhaustible" or "limitless" in describing the abundance of the oceans. It is important, however, to keep in mind that these words do not exist in Nature's own dictionary. There is in the living world no such thing as limitless and inexhaustible. All life in the oceans is ultimately tied to the primary production, in the top layer, of seaweeds and phytoplankton with cells containing plant pigments capable of trapping the sunlight energy penetrating into the upper regions of the water masses (generally termed the photic layer, meaning where light reigns).

Technical devices, however ingenious they may be, do little to free the waters and their living organisms from this dependence. The base for their existence is ultimately these pigment-carrying plant organisms, spread to the limit of light's penetration, down to a depth of one hundred feet, occasionally more. Here the creative processes take place which produce the organic matter that sustains life. Even the bottom animals, which may live thousands of feet below the surface, feed from the "manna" raining down from above. This consists of plankton remainders, animal excretions, dead bodies, and other waste. Sometimes part of this organic matter is caught by other scavengers on its way down and may be cycled once or several times by being converted into living matter again before it reaches the large depths. But all this is regulated by the unchangeable fundamental law of the biological world: All flesh is grass.

18. What is the top layer of the ocean called?

- A) seaweed layer
- B) pigment layer
- C) organic layer
- D) photic layer
- E) I don't know

19. Which new continent will, hopefully, save mankind from famine?

- A) the planet Venus
- B) the sub-continent of Australia
- C) the ocean
- D) the South Pole
- E) I don't know

20. When did organized hunting begin on a large scale in the ocean?

- A) with the beginning of westward exploration
- B) in the latest half century
- C) in the present decade
- D) with the invention of steam-powered ships
- E) I don't know

21. What has man's greater knowledge about the sea made him realize?
- A) It will be easy to cultivate the ocean.
 - B) Marine life forms are relatively unimportant to man.
 - C) Marine life is complex.
 - D) Technical devices will free living organisms from their dependence on the ocean's top layer.
 - E) I don't know
22. What does the statement "all flesh is grass" mean?
- A) Grass sustains all life.
 - B) Flesh and grass have a similar molecular structure.
 - C) All proteins are grasses.
 - D) "Man is as weak as a reed."
 - E) I don't know
23. What will man need to realize about his food supply?
- A) It must be doubled in quantity within five years.
 - B) It must be shared with all.
 - C) It will need to come from new sources.
 - D) It should have a higher protein content.
 - E) I don't know
24. Since man is not able to break the interdependence of living organisms and organic matter, which of these qualities of the ocean as a food source will he find to be most important?
- A) exhaustible
 - B) limitless
 - C) expensive
 - D) inexpensive
 - E) I don't know
25. What is the main purpose of the article?
- A) to show the vast supply of food at hand in the sea
 - B) to reveal the exaggerations people have made about the sea as a food source
 - C) to tell how important oceanography is
 - D) to bring to light the complexity of using the sea as a food source
 - E) I don't know
26. Why are the expanses of the sea termed "granaries"?
- A) They contain wheat as granaries do.
 - B) They are places to build granaries.
 - C) They contain food as granaries do.
 - D) They contain substances that can be stored in granaries.
 - E) I don't know
27. What is mankind being conditioned to do?
- A) study oceanography
 - B) begin regular sea culture
 - C) limit productivity of the sea
 - D) trace the life habits of commercial fish species
 - E) I don't know

TURN OVER YOUR ANSWER CARD TO SIDE 2

WORD MEANING IDENTIFICATION — SYNONYMS

The words on this page come from different subject areas. For the questions in this section, you are to choose the word that is closest in meaning to the first word.

Example: JOURNEY

- A) direction
- B) vessel
- C) trip
- D) arrive
- E) I don't know

Answer: C) trip

☐ A ☐ B ☒ C ☐ D ☐ E

28. NOURISHMENT

- A) tolerance
- B) appreciation
- C) sustenance
- D) ambition
- E) I don't know

34. EVALUATE

- A) confirm
- B) testify
- C) presume
- D) judge
- E) I don't know

40. VERIFY

- A) halve
- B) forecast
- C) anticipate
- D) confirm
- E) I don't know

46. DEFICIENT

- A) incomplete
- B) considerable
- C) intact
- D) omissible
- E) I don't know

29. BISECT

- A) pluralize
- B) halve
- C) attribute
- D) duplicate
- E) I don't know

35. ALLOY

- A) balance
- B) mixture
- C) decrease
- D) amount
- E) I don't know

41. DEPICT

- A) portray
- B) record
- C) expand
- D) edit
- E) I don't know

47. PERTINENT

- A) relevant
- B) identical
- C) according
- D) modifiable
- E) I don't know

30. BEHAVIOUR

- A) government
- B) conduct
- C) direction
- D) counsel
- E) I don't know

36. CRITIC

- A) judge
- B) debt
- C) drama
- D) foul
- E) I don't know

42. COMMENCE

- A) terminate
- B) collect
- C) compromise
- D) begin
- E) I don't know

48. CONVERT

- A) continue
- B) return
- C) change
- D) substitute
- E) I don't know

31. MERCHANDISE

- A) articles
- B) purchases
- C) bargains
- D) exchanges
- E) I don't know

37. THEORY

- A) protection
- B) guess
- C) figure
- D) mass
- E) I don't know

43. PLAIN

- A) tributary
- B) savanna
- C) peninsula
- D) inlet
- E) I don't know

49. CONFINED

- A) restrict
- B) intervene
- C) oppose
- D) assign
- E) I don't know

32. SUBSTANTIAL

- A) concerned
- B) considerable
- C) situational
- D) irrelevant
- E) I don't know

38. CONSECUTIVE

- A) dispersible
- B) alternate
- C) successive
- D) assembled
- E) I don't know

44. ACKNOWLEDGE

- A) learned
- B) contradict
- C) predict
- D) recognize
- E) I don't know

50. INVADE

- A) collect
- B) resist
- C) penetrate
- D) rebel
- E) I don't know

33. MANIPULATE

- A) abstain
- B) exert
- C) perceive
- D) manoeuvre
- E) I don't know

39. CONSEQUENCE

- A) speculation
- B) explanation
- C) effect
- D) assign
- E) I don't know

45. LEGITIMATE

- A) relevant
- B) alternate
- C) lawful
- D) corrupt
- E) I don't know

51. PROMINENT

- A) modest
- B) courageous
- C) unknown
- D) outstanding
- E) I don't know

THE DICTIONARY — SELECTING WORD MEANINGS

Look at the following definitions of the words. They are lettered and numbered. Select the best definition for the word given in the sentence.

Example: "Don't buffet that child with that stick!" ordered the old gentleman.
In this sentence buffet means the same as in:

- A) k2
- B) k3
- C) k4
- D) l1
- E) I don't know

Answer: k4. knock about; strike; hurt. v.

☐ A ☐ B ☒ C ☐ D ☐ E

- (g) a **light**^a (ə lit'), 1. get down; get off: *alight from a horse*.
2. come down from the air and settle; come down from flight: *The bird alighted on our window sill*.
3. come upon by chance; happen to find. v., a light ed or (*Poetic*) a lit, a light ing.
- (h) a **light**^a (ə lit'), on fire; lighted up: *Her face was alight with happiness*. adv., adj.
- (i) **bass**ⁱ (bās), 1. low or deep in sound. 2. the lowest male voice. 3. singer with such a voice. 4. lowest part in music. 5. instrument for such a part. 6. for the lowest part in music; that can sing such a part. 1,6 adj., 2-5 n., pl. bass es.
- (j) **bass**^a (bas), any of various spiny-finned North American fishes used for food, living in fresh water or in the ocean. n., pl. bass es or (*especially collectively*) bass.
- (k) **buffet**ⁱ (buf'it), 1. blow of the hand or fist. 2. strike with the hand or fist. 3. knock; stroke; hurt. 4. knock about; strike; hurt: *The waves buffeted him*. 5. fight or struggle against: *He reached home exhausted from buffeting the storm*. 1,3 n., 2,4,5 v., buffet ed, buffet ing.
- (l) **buffet**^a (bū fā' or bu fā'), 1. piece of dining-room furniture for holding dishes, silver, and table linen; sideboard. 2. counter where food and drinks are served. 3. restaurant with such a counter. n.
- (m) **de fer**ⁱ (di fēr'), put off; delay: *Examinations were deferred because so many children were sick*. v., de ferred, de fer ring.
- (n) **de fer**^a (di fēr'), yield in judgment or opinion; submit courteously: *Children should defer to their parents' wishes*. v., de ferred, de fer ring.
- (o) **frit ter**ⁱ (frit'ər), 1. waste little by little. 2. cut or tear into small pieces; break into fragments. 3. a small piece; fragment. 1,2 v., 3 n. -frit ter er, n.
- (p) **frit ter**^a (frit'ər), a small cake of batter, sometimes containing fruit or other food, fried in fat: *corn fritters*. n.
- (q) **kid**ⁱ (kid), 1. a young goat. 2. its flesh, used as food. 3. its skin, used as fur. 4. leather made from the skin of young goats, used for gloves and shoes. 5. *Informal*. child. n.
kids, gloves or shoes made of kid.
- (r) **kid**^a (kid), *Slang*. 1. tease playfully; talk jokingly; banter. 2. humbug; fool. v., kid ded, kid ding. -kid'der, n.
- (s) **patter**ⁱ (pat'ər), 1. make rapid taps: *The rain patters on a windowpane*. *Bare feet patter along a floor*. 2. series of quick taps or the sound they make. 1 v., 2 n.
- (t) **pat ter**^a (pat'ər), 1. rapid and easy talk: *a magician's patter*. 2. talk or say rapidly and easily, without much thought: *patter a prayer*. 3. talk of a class or group: *the patter of beggars and thieves*. 1,3 n., 2 v.
- (u) **sole**ⁱ (söl), 1. one and only; single: *the sole heir*. 2. only: *We three were the sole survivors*. 3. of or for only one person or group and not others; exclusive: *the sole right of use*. 4. alone: *a sole undertaking*. adj.
- (v) **sole**^a (söl), 1. the bottom or under surface of the foot. 2. bottom of a shoe, slipper, boot, etc. 3. piece cut in the same shape. 4. put a sole on. 5. the under surface; under part; bottom. 1-3,5 n., 4 v., soled, sol ing.
- (w) **sole**^a (söl), a kind of flatfish. European sole is valued highly as food. n., pl. soles or (*especially collectively*) sole.

52. When the bus reached the depot, most passengers alighted.
In this sentence, alighted means the same as in:

- A) g1
- B) g2
- C) g3
- D) h
- E) I don't know

53. The actress wore kid gloves in the play.
In this sentence, kid means the same as in:

- A) q1
- B) q3
- C) q4
- D) r1
- E) I don't know

54. For lunch we had fillet of sole.
In this sentence, sole means the same as in:

- A) u1
- B) v1
- C) v3
- D) w
- E) I don't know

55. The comedian's patter was very funny.
In this sentence, patter means the same as in:

- A) s1
- B) s2
- C) t1
- D) t2
- E) I don't know

56. "If you can sing bass, you can join the chorus," said the director.
In this sentence bass means the same as in:

- A) i3
- B) i4
- C) i5
- D) j
- E) I don't know

WORD MEANING IDENTIFICATION — CONTEXT CLUES

In the passages below, certain words are underlined. From the words at the right, choose the one which most closely matches the meaning of the underlined word.

Example: I battled with my foe.

- foe means: A) friend
B) enemy
C) neighbour
D) alien
E) I don't know

Answer: B) enemy

☐ A ☒ B ☐ C ☐ D ☐ E

John claims that David started the fight, but I have witnesses to prove that John initiated it. Even though it is (57) obvious that he is lying, John will not retract his claim. Apparently the fight was the result of David neither verifying (58) nor denying the rumour that he would be team captain next year.

57. A) stopped
B) represented
C) augmented
D) began
E) I don't know

58. A) contracting
B) contradicting
C) confirming
D) disagreeing
E) I don't know

Instead of the medication improving Susan's allergy, it only aggravated it. Consequently she had to go to the doctor for an injection. Although there was nothing to be afraid of, she was very apprehensive. Susan tried her best (59) to hold back her tears, but she could not restrain them. (60)

59. A) frightened
B) control
C) noticeable
D) induce
E) I don't know

60. A) free
B) control
C) reduce
D) induce
E) I don't know

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When I invited Jane for a stroll,
(61)
she agreed as the weather was perfect
for a hike. While at the beach, Jane
thought she saw a ship in the harbour
but I could perceive nothing. Since she
(62)
is usually right, I did not dispute her
(63)
judgment.

61. A) dance
B) sail
C) walk
D) swim
E) I don't know
62. A) discern
B) prevail
C) predict
D) contact
E) I don't know
63. A) agree with
B) dispense with
C) disqualify
D) quarrel with
E) I don't know

People usually do not see me in a
crowd, but they always spot my sister
who is conspicuous because of her fiery
(64)
red hair. In addition, try as I might, my
clothes always look soiled and wrinkled
but she always appears immaculate in
(65)
dress. Although we are siblings, brother
(66)
and sister, we are not alike at all.

64. A) colourful
B) especially pleasant
C) particularly noticeable
D) considerate
E) I don't know
65. A) spotless
B) especially pleasant
C) expensive
D) considerate
E) I don't know
66. A) young in age
B) similar in some way
C) related to one another
D) children of same parents
E) I don't know

UNDERSTANDING LITERARY MATERIALS

Read the passage and answer the questions which follow.

DAVID COMES HOME

Ernest Buckler

There was a stillness in Joseph's mind as he plowed the first furrows on the side-hill below the orchard; not the stillness of the weary, because it was only midafternoon and his muscles were without weight; but the stillness which comes over the mind when it has searched so long, silently, for the answer to a question not itself quite clear.

When David, his son, had been there to guide the horses, sometimes there would be no sound between them either, not even the building together of small jokes. Yet then the thoughts in his mind had seemed to make a little current moving shapelessly but as with a gentle ringing through the quiet minutes, the way the plow shelved its soft path through the long, curling sod.

At the top of the hill, Joseph paused to give the horses their wind. He could see his own house now—the neat, low clapboard house that had been his father's—with the large chimneys showing white and clean above the chestnut trees. He turned over a sod, absently, with his heavy boot.

And when he did, he noticed something fall away cleanly from its tight pocket in the earth. It was not a stone. Joseph picked it up and looked at it. It was a spinner he had plowed up, and it had lain there, lost, for seven years. He and David had searched for it but they could never find it.

He remembered so clearly the morning David had lost that spinner. It was the morning he had taken him back in the woods fishing and David had stayed all night in the camp for the first time. He could remember how David looked then, the hair heavy and moist but the face and the body almost thin. He could see the strange quickness in David's face and the eyes which always seemed to have the heat of fever in them. He knew David was excited that day, in a secret sort of way. And that night Joseph could tell that he was lying awake, quietly in the dark.

But he was not sure whether David had been happy or just tired. He could not ask him, even then. And when David grew up, his strange quiet had still been there. Joseph had been proud of the many new things that David could read and understand easily. But he had always felt that David must leave the farm which he loved so much himself. The steps in the field, the slower steps in the field as the day tired and grew dark . . . and then the quiet kitchen walled in from the swing of the ax and the shoulder-bending and the sun-bright sweep of the scythe and the heavy plow handles and the day-movement and the man-business . . . the small, walled-in place to come to at noon when the sun was still high, and the food warmed in you like a slow wine . . . and soberly the evening when the lamp was lit, for peace . . . things like these . . . these would be small things for David's bright mind, and Joseph was not sure they were enough to hold him.

It was hard for a clumsy man to show his own son a thing like that. And yet, sometimes when they would be plowing in the field together, he had hoped that the silence between them might not be a strangeness at all: had hoped that David was quiet because he knew his father's thoughts were not word-shaped and bright like his own but of one flesh just the same. In that way the silence became a bond. But Joseph could not be sure that this was so.

If your son went away in anger, even, then no matter what happened, he would be your son still. But his son had seemingly gone away with no keepsake at all of the things they had had together. He had tried desperately, that last morning as David went off to camp, to say some simple thing that might make it plain between them, but the slow erosion of minutes had dumbbed his tongue. And Joseph knew that if they had loved nothing in the same way, death would leave him no part of his son to cherish.

Joseph had read the first letters that David sent, hoping desperately for some sign, but there had been none. Now he would never know, for the phone call had ended that. The facts were all gathered, all there would ever be, and no matter how long he thought, the answer was in none of them.

Joseph sighed a little, quickly, and turned the horses. He set the plow in the furrow again and followed it patiently down the long face of the hill.

In the kitchen, Ellen, his wife, was sitting quiet, waiting a few minutes before she called to him. The wrappings from the package were on the table before her, and one sheet of the papers inside she held in her hands still. She was letting the tears come a little, easily, before she called Joseph.

The kitchen was small, but the soft-wood floor was scrubbed and white as cotton, and the sun seemed always to be in it. It had been the heart of the whole house. It had been Ellen's whole world—close and quiet like the presence of a friend—until that day weeks ago the phone rang and the strange voice told her in curiously flat words about David. Ever since that day, the kitchen had seemed quite strange and, when she worked there, it had seemed as if she were not home at all.

Now she placed the papers together again, tenderly, and went to call her husband.

Joseph could not think what Ellen could want in the middle of the afternoon. He glanced at her face as he came through the door, but there seemed to be nothing wrong.

"There were some papers," Ellen said softly, pointing to the table, "of David's. They are little things—notes he must have just put down sometime, as one would who lacks someone close to talk with."

There was a date at the top of the page: August 30, 1944. That was the very day before, Joseph thought suddenly . . . it would be the very last. And then, as he began to read, all the awkwardness seemed to leave his hands at once.

"I guess the day I remember best of all was the day I lost the spinner . . . the day Father and I went back in the woods and I stayed all night in the camp for the first time. I could not eat my breakfast for thinking about it. And when we were all ready I started off, wanting to run, wanting to leave the pasture road behind and get onto the strange, exciting log road that went where I had never been, deep and deeper into the still woods.

"The log road was so beautiful to walk along it made a song in one's feet, and there was no need to say anything, with all the bright running things happening inside . . . There would be little patches of snow, still, under the big trees, and I could feel the cool breath of it as I walked along, but when I sat on the big rock and looked at the line so steadily in the current, it felt after a while as though I were floating along with it. The sun came out on the back of my shirt.

"And then, later, when the whole night was cool, there was the dry wood Father could always find somewhere for the fire. And with Father there, it was dark and quiet and warm in the camp, and the big trees whispered together their drowsy talk outside in the dark. It was the first night I had slept in the woods, and there had never been anything like it . . . I guess that was the best day there ever was. I guess a guy should be satisfied to have had just one day like that.

"I remember lying awake a long time that night. And I think Dad was awake, too. He didn't say anything, but I think he knew how it was. Somehow I think Dad always knew how it was . . ."

"The horses," Joseph said suddenly in a low voice. "I forgot the horses."

Ellen had seen him tie the horses before he came over to the house. But she didn't say anything.

David! David! Joseph said his son's name over and over in his mind when he was again in the fields. He said it with an exaltation, for the stillness was all gone now from his mind, and the good kind of tears were tight in his throat. It had been *David* who loved this place best of all. And if your son loved the place he went away from, then he could never leave it. If he died even for these things you both loved, then you could hear his voice in their voice still.

He took the spinner from his pocket and made a hole deep in the ground. Then he covered it over gently with earth where the plow could never reach it. That would be David's spot, always. He stood for a minute, looking across the valley from mountain to mountain, and then he turned the horses again into the furrow. The field had looked long and wide. But now it seemed an easy field to plow. It seemed as if everywhere he looked, David had come home.

—1944

67. Which of the following points of view does the author adopt?
- A) Events are seen only through Joseph's eyes.
 - B) Events are told as remembered by David.
 - C) Events are recounted from an omniscient point of view.
 - D) Events are described as seen by Ellen.
 - E) I don't know.
68. What memories are stirred in Joseph when he finds the spinner?
- A) plowing with David
 - B) the fishing trip
 - C) David's last note
 - D) an evening around a campfire
 - E) I don't know
69. Where does the story take place?
- A) on a cattle ranch in the 1940's
 - B) in the American mid-west
 - C) in the Cariboo
 - D) on a farm in the 1940's
 - E) I don't know
70. Which of the following reassures Joseph that David shared his love of the land?
- A) David's spinner
 - B) the telephone call
 - C) David's last note
 - D) the plough
 - E) I don't know
71. To cover his emotional reaction to David's notes Joseph pretends he has forgotten something. What is it?
- A) the parcel
 - B) the plowing
 - C) the spinner
 - D) the horses
 - E) I don't know

72. What happened to David?

- A) He ran away from home.
- B) He died in the war.
- C) He was drowned on the fishing trip.
- D) He was killed 'n an accident while away at college.
- E) I don't know

73. What change does Joseph experience in this story?

- A) from certainty to uncertainty
- B) from anger to love
- C) from love to anger
- D) from uncertainty to certainty
- E) I don't know

74. Based on information given in the story, how did David return to the farm?

- A) as a soldier
- B) in memory
- C) for burial
- D) as a hero
- E) I don't know

75. Which of the following best describes Joseph?

- A) an inarticulate man with a deep love of the land
- B) a man unable to love his son
- C) a resourceful man ready to cope with any situation
- D) an intense man with a mission
- E) I don't know

76. The rural setting of the story contributes to which of the following atmospheres?

- A) a dark sense of ancient evil
- B) the calm of the natural rhythms of life
- C) the harsh realities of farm life
- D) the broad vision of a developing land
- E) I don't know

THE CLASSIFIED ADVERTISEMENT

Use the following classified advertisements to answer the questions on the next page.
Read the questions first.

21 HELP WANTED GENERAL

ADVERTISEMENTS IN THIS CLASSIFICATION MUST COMPLY WITH THE BRITISH COLUMBIA HUMAN RIGHTS ACT

- (1) **WANTED IMMEDIATELY** A kindly, understanding person to act as a companion housekeeper to an elderly lady. A basic appreciation of, and an ability to deal with, elderly persons is essential. Room and board in a private home plus remuneration. Please call 368-6090.
- (2) **ASSISTANT TO SUPERVISOR** required for Sept. 1, 1976. Hours 9:30 a.m. to 5:30 p.m., qualified to CCLFB requirements. Reply in writing to the supervisor, B.C. Government Employees Day Care Centre, 433 Kingston St., Victoria, B.C.
- (3) **ATTRACTIVE FASHION CONSCIOUS** young person wanted to take pictures and/or sell flowers in cabarets. No experience. Own car needed. Integrity a must. Full and part time positions available. Above average earnings. Laura's Flowers and Photos. 429-8295, page number 917.
- (4) **ANITORIAL HELP WANTED.** Light duty help from 4 to 6 hours. Heavy duty help from 4 to 8 hours. All evening work. Good pay and working conditions. Reply to Victoria Press Box 1907.
- (5) **RENOVATION CONTRACTOR** requires assistant. Applications welcomed from both sexes. Experience not necessary. 368-7441 after 5.
- (6) **REST HOME IN BRENTWOOD** area. Requires weekend and relief cook. Must have own transportation. Salary \$3.25 per hour. 751-8193.

22 OFFICE HELP

ADVERTISEMENTS IN THIS CLASSIFICATION MUST COMPLY WITH THE BRITISH COLUMBIA HUMAN RIGHTS ACT

- (7) **LAW OFFICE REQUIRES** CON- veyancing secretary with a minimum of 3 years experience to take a senior position. Salary commensurate with experience and ability. Please reply in writing to Miss J.D. Penn, Stark and Bryant, P.O. Box 3887, Victoria, B.C.
- (8) **LOCAL OFFICE EQUIPMENT** firm requires experienced clerk typist for general office work, telephone receptionist and counter sales. Excellent working conditions. Permanent position. Phone Mrs. D. Schmidt 429-7148 or 368-8469 for interview.
- (9) **DICTA-TYPIST** Busy insurance office. Previous Autoplan experience preferred. Not essential if good dicta-typist with 2 to 3 years office experience. 4 to 5 hours per day. Salary \$4.50 per hour. Duke Personnel, 1478 Douglas, 429-8485.

(10) **LOCAL OFFICE EQUIPMENT** firm requires service technician. Duties include servicing typewriters and photocopiers with some training on electronic calculators. Apply in own handwriting to Victoria Press Box 5916.

(11) **Senior litigation secretary** required by medium-sized law firm. Must be able to work on own. Salary—good, but commensurate with experience. P. W. Wilkinson, Peacock and Company, 201-1636 Pindosy Street, Kelowna, B.C. or telephone 751-5938.

(12) **PERSON FRIDAY REQUIRED** for beauty supply company. At least 5 years experience, good with figures and invoices, pleasant personality, interested in long time employment. 368-6618, 4-5 p.m.

(13) **EXPERIENCED SECRETARY** required August 1st to train for small estate department. Former legal experience an asset. Send resume to Box 2811, Victoria.

(14) **ALCAN BUILDING PRODUCTS** require person for invoicing and related clerical duties. Typing skills min 50 wpm. Phone for interview, 429-3901.

(15) **DENTAL ASSISTANT, ORTHO-** dontic office, experienced or certified, typing, apply in writing, Mrs. A. Malkin, 702-2629 Yates.

(16) **SECRETARY WITH LEGAL** experience and shorthand for senior position small law firm, good salary. 368-8980.

(17) **EXPERIENCED TELLER** required. Apply Mrs. C. Cartright, Toronto-Dominion Bank, 2915 McKenzie and Borden, 429-7986.

(18) **DENTAL ASSISTANT REQUIRED** for recently established General Practise. Apply Victoria Press, Box 3589.

78 BICYCLES

PHIL BROWN
4711 GOVERNMENT STREET
Between Bay and Hillside
The Leading Bike Shop

(19) **SKATE BOARD SPECIAL**
\$19.95
MASTER CHARGE
TRADES WELCOME
CHARGE X
Open Mon. - Sat. 8:30 - 5:30
Friday 'til 9

A BIKE
for every size . . . and
every budget at
(20) **ESQUIMALT PAT BAY BICYCLE**
605 Esquimalt Rd. 368-6904
3960 Pat Bay Ave. 587-8107

MOTORIZED BIKE

200 MPG MOPED
(21) From \$359—Insurance from \$42
Pedal or ride it—Sensible—fantastic. Free literature. I.M.I. 1633 Canaiman, Victoria, V8W 8B8. 451-3058.

BUY, SELL, TRADE, REPAIR
Deal direct with qualified mechanic, save 50% on labor. Expert buckled wheel. New, used bikes, all sizes lowest prices. Open 8-8; Sun. 12-5. 368-5804. Bruno Industries. 3601 Govt.

(23) **NEW MOTOBECANE 10-SPEED** with companion carrier, holds tent and sleeping bags for touring. 538-8039. Phone anytime.

(24) **GIRL'S TWO-WHEEL BIKE**, good condition, \$25. 368-0616 after 5.

(25) **LADIES' 10-SPEED, LITTLE** used with lights \$70. 781-0219 after 6.

(26) **ADULTS TRICYCLE LIKE NEW**, with light front and rear brakes, \$225. 429-3106.

(27) **THREE STANDARD BIKES.** Lady's, boy's, girl's, as new. Best offers, 429-4894.

(28) **PEUGEOT \$75. APOLLO \$70.** Iverson \$60. 3829 Old West Saanich.

(29) **COBRA 10-SPEED BICYCLE \$45** 368-4668.

(30) **APOLLO 10-SPEED. ASKING** \$70. 751-8179.

(31) **FOUR 10-SPEEDS, ALL IN** good condition. Various prices. 767-8175.

(32) **2 GIRLS BICYCLES, VERY** good condition. 429-1870

(33) **PEUGEOT 10-SPEED, 21", IN** good condition. \$95. 429-1106.

(34) **MEN'S 10-SPEED BIKE, \$85.** Phone 362-5189, 8022 Carroll St.

(35) **MEN'S RALEIGH 5-SPEED BI-** cycle. Good condition. 429-1291.

201 APARTMENTS TO RENT

(36) **WHY RENT?**
Less than \$2,000 down will get you a one-bedroom, fully furnished apartment with mountains and waterfronts, sauna, whirlpool and pool room. Prices start from \$31,000. Call: 751-5272 JIM BOYEF 751-2865 HARRY THOMPSON 368-5272 656-5882 DOMINION TRUST

(37) **ENJOY CAREFREE LIVING**
In a nicely furnished studio apartment in a clean, quiet block beside Beacon Hill Park and steps from the ocean front. Weekly maid service, linen, free laundry, cable, and electricity all included for only \$220. 368-9361 or 368-1907.

(38) **COMPACT FURNISHED BACH-** elor apartment, ideal for working tenant or pensioner. No children, no pets. Security deposit required. Contact manager, 11 a.m. to 3 p.m. 1829 Fisgard. 1 block from the Bay.

(39) **SUBLET JULY, AUGUST, SEP-** tember, 1 bedroom, swimming pool, sauna, fantastic ocean view, high rise, \$300 per month. References. 751-8459.

(40) **LARGE 2 BEDROOM FURNISH-** ed condominium with 1½ bath-rooms, overlooking Beacon Hill Park. Sauna and whirlpool. 368-1887.

(41) **JULY 1. UNIVERSITY AREA.** Pleasant well-furnished 1-bedroom apartment. Private entrance. Utilities included. Reasonable. Quiet business lady. References, 429-8759.

(42) **BACHELOR APARTMENTS** with kitchen. Weekly maid service. Rates from \$55 per week. 160 George Rd. East, 751-6121.

(43) **SMALL FURNISHED SELF-** contained bachelor suite for one person. Own entrance. All included. \$150. Available immediately. 368-7892.

(44) **JUBILEE DISTRICT, NICELY** furnished bachelor suite for one person. Clean, mature working lady. Not suitable for children or pets. 429-1823 or 429-6321 after 7.

134 CARS FOR SALE

(45) **1974 CADILLAC**
46,000 miles, one-owner car, like new, complete Cadillac equipped, \$6,930. Telephone 368-0128 extension 236 or see at No. 3016 Washington Ave.

(46) **1971 PONTIAC LEMANS 250-T37,** blue, 4-door sedan, automatic, power steering, one owner, genuine mileage 9,450, radio, interior immaculate. \$3,200. 751-0017.

(47) **MOVING TO EUROPE, MUST** sell 1973 Chev Malibu 9-passenger station wagon, excellent condition, Color, blue, V8, power steering, power brakes, \$3,495. 429-0015.

(48) **1970 TORINO, AIR CONDITION-** ing, power steering, power brakes, automatic transmission. 42,000 miles. Good condition. 429-4916.

(49) **1973 CELICA, EXCELLENT** condition, 26,000 miles, Michelin radials, U.S. Mags, \$3,400 and offers. 537-1038.

151 SPORT, IMPORT CARS

(50) **1971 CORVETTE STINGRAY** 350-LT-1 engine, angle plug heads, Edelbrock Torquer manifold, Holley carburetor, Cyclone headers, stereo tape deck, excellent condition, 8,000 miles on new engine. For information call 781-0034 or 751-9612 between 5 and 8 p.m.

(51) **1972 DATSUN 240Z, BRAND** new silver grey paint job. Brake job, front and back on guarantee and front suspension overhaul. Black interior. AM-FM Radio. 39,000 miles. Can view at 3200 Kaitasin Road, Sooke. 751-8814. \$3,800.

(52) **IMMACULATE MGB WITH** only 3,000 miles, be sure about what you are buying, just completely checked out by Car Clinics Diagnostic Centre and just government tested, \$108 per month OAC or \$4,395. 426-8491.

(53) **1970 124 FIAT SPYDER CON-** vertible, AM-FM radio, steel belted Michelin radials. 5 speed, 4-wheel power disc brakes. Ex. condition, \$2,200. Phone 368-1812.

(54) **66 MERCEDES BENZ 230SL** hardtop convertible, excellent condition. Will consider some trades. Serious offers only please. 751-1948 after 5.

(55) **MUST SELL, 1956 CORVETTE** roadster. Very good condition. For more information phone 368-1959 after 6 or 368-2928 days. Ask for Gene.

77. Which ad would you answer if you had only \$45.00 to spend on a 10 speed bicycle?

- A) No. 21
- B) No. 28
- C) No. 29
- D) No. 32
- E) I don't know

78. Which ad would you probably answer if you had no previous working experience?

- A) No. 5
- B) No. 7
- C) No. 9
- D) No. 12
- E) I don't know

79. Which ad would you answer if you wished to rent an unfurnished bachelor suite?

- A) No. 36
- B) No. 37
- C) No. 41
- D) No. 42
- E) I don't know

80. Which ad could you answer if you had \$200.00 per month to spend on rent?

- A) No. 36
- B) No. 37
- C) No. 42
- D) No. 43
- E) I don't know

81. What does the statement immediately below "Help Wanted General" mean for all ads?

- A) must always be read by the Human Rights Commission
- B) should be readable by all humans
- C) must not discriminate against any persons or groups
- D) ought to state the advertiser's prejudices
- E) I don't know

NEWSPAPER ARTICLE

Read the passage and answer the questions which follow.

CRASH VICTIM:

No Survival Gear

(Canadian Press) YELLOWKNIFE, N.W.T.—One of four men stranded more than four days in -30 temperatures after a plane crash has criticized a Manitoba-based airline for not equipping the aircraft with survival gear.

The men were rescued Tuesday 100 miles west of Repulse Bay on the Arctic Circle by a Canadian Armed Forces helicopter.

Ronald Fries, 40, a N.W.T. government electrician, said he and his three companions should have been rescued earlier.

Fries was the passenger in a Twin Otter operated by Calm Air of Lynn Lake, Man., which crashed Thursday en route from the Hudson Bay community of Rankin Inlet to Repulse Bay.

"We were out there for about four days unnecessarily," Fries of Rankin Inlet said Tuesday.

"We should have been picked up Friday some time. It was possible to pick us up Friday. They knew where we were."

Calm Air president Arnold Morberg said the men couldn't have been rescued Friday because a helicopter was needed and the airline couldn't find one.

Also aboard the plane were Lionel Dobson, 42, of Rankin Inlet, pilot Ronald Dietz of Thompson, Man., and co-pilot Bruce Winslow of Lynn Lake. The four emerged relatively unscathed from the ordeal, although Fries had a broken rib.

Fries said that after crashing in heavy cloud, the men had to do without food until an armed forces Hercules aircraft dropped rations the following day. "They (Calm Air) didn't have anything, believe me nothing, aboard," said Fries.

Morberg said Wednesday he was unaware of the alleged lack of supplies.

"I'm looking into that," he said in a telephone interview from Rankin Inlet. "All our planes are equipped with food and supplies."

82. Where were the four men stranded?

- A) Northern Manitoba
- B) Arctic Circle
- C) Lynn Lake
- D) Hudson Bay
- E) I don't know

83. Who was the pilot of the plane?

- A) Ronald Fries
- B) Bruce Winslow
- C) Ronald Dietz
- D) Arnold Morberg
- E) I don't know

84. What is Calm Air?

- A) a small town in the north of Canada
- B) a company in the North West Territories
- C) the weather message from Rankin Inlet
- D) an airline in Manitoba
- E) I don't know

85. Why could the men not be rescued immediately?

- A) No helicopter could be found to rescue them.
- B) The position of the crash was not known.
- C) It was too cold (-30) to send a rescue party.
- D) Heavy cloud hampered the search.
- E) I don't know

86. Why is Fries critical of the airline?

- A) Their plane was not insulated against the cold temperatures.
- B) Their plane was not equipped to handle heavy cloud conditions.
- C) Their plane was not equipped with food and supplies.
- D) Their plane could not be immediately found by the armed forces Hercules aircraft.
- E) I don't know

THE DESCRIPTIVE ADVERTISEMENT

Carefully examine the advertisement below and answer the questions which follow.

CHEQUE MATE

The World's First Brainy Cheque Book

Use this amazing portable .5 kilogram pocket computer at your local bank.

Makes regular calculators obsolete! Slips easily into purse or pocket.

Your CHEQUE MATE never makes a mistake.

Use your CHEQUE MATE for controlling cheques, deposits and your bank balance and say good-bye to embarrassing computing errors. CHEQUE MATE will hold your balance in its PERMANENT MEMORY.

Your CHEQUE MATE goes where you go.

No longer a slave to electrical outlets your CHEQUE MATE gives twelve long months of service from its six batteries making untidy wires, plugs or chargers a thing of the past.

Your CHEQUE MATE masters more than money.

Think / I the number of calculations you have to make every week!

In school, in the supermarket, at your workbench, in the kitchen.

This versatile little gadget can help out.

ONLY \$39.95 plus \$2.50 postage

P.A. & P. Sales Group, 1049 Bloor St., Agincourt, Ont., Y1K 7P2

87. What are you being urged to buy?
- A) a brainy cheque book
 - B) a personal banking system
 - C) a bank account
 - D) a calculator
 - E) I don't know
88. How much does the item weigh?
- A) half a kilogram
 - B) six grams
 - C) twelve grams
 - D) 39.95 grams
 - E) I don't know
89. Which one of the following is specifically stated in the advertisement?
- A) The CHEQUE MATE is available at your local bank.
 - B) You will never make another banking error.
 - C) The calculator will fit easily into every purse or pocket.
 - D) The CHEQUE MATE weighs half a kilogram.
 - E) I don't know
90. Which of the following statements from the advertisement is an opinion?
- The CHEQUE MATE
- A) makes all other calculators obsolete.
 - B) automatically inserts two decimal places.
 - C) costs \$39.95 plus \$2.50 postage.
 - D) is available from P.A. & P. sales.
 - E) I don't know
91. What is the main purpose of this advertisement?
- A) to give you some information about your cheque book
 - B) to evaluate the calculator
 - C) to persuade you to buy a calculator
 - D) to help you improve your computation
 - E) I don't know

THE CONSUMER REPORT

Carefully examine the consumer report below and answer the questions which follow.

The "brainy chequebook," the ad proclaimed. "Never make another cheque book error." The product being hawked was CHEQUE MATE, a basic—very basic—calculator in a plastic case also designed to hold your chequebook. The .5 kilogram gadget is supposed to be a handy, portable aid to controlling your cheques, deposits, and bank balance. It comes with six AAA-size batteries that should last about a year in normal use (it does not operate on normal house current).

CHEQUE MATE only adds and subtracts. You key in a number, press the "deposit" key, and the amount is added to your balance. A press of the "cheque" button subtracts any amount you may enter. The "balance" key recalls and displays your chequing-account balance and the "clear" key blanks the screen after you've seen it. Your balance is held in a "permanent" memory, even with the machine turned off, for as long as the batteries last. The display shows six reasonably bright digits.

Whether you "never again" make an error rests entirely on your ability never again to make an entry error. The keyboard markings don't help. The markings aren't right on the keys; they're between them on the panel. It's all too easy to press a 6 when you want a 3.

The keyboard layout doesn't correspond to most other calculators' either — CHEQUE MATE has 1, 2, 3 on its top row of numbers while every other small calculator CR has seen has 7, 8, 9 on top. Nor is the machine very portable; dimensions of 2.5 x 17.2 x 10.0 cm make it a bit bulky for a jacket pocket or purse.

In short, except for its permanent memory, the CHEQUE MATE doesn't do anything you can't do just as easily (or more easily) with a conventional calculator.

92. The CHEQUE MATE has how many arithmetical functions?

- A) one
- B) two
- C) three
- D) four
- E) I don't know

93. Reading the report makes you feel that you can

- A) place a good deal of trust in the advertisement for the CHEQUE MATE.
- B) not trust everything in the CHEQUE MATE advertisement.
- C) be sure that everything in the CHEQUE MATE advertisement is a lie.
- D) demonstrate the truth of the saying, "It must be true. It was in the newspaper."
- E) I don't know

94. What is the main purpose of this report?

- A) to persuade you to buy a calculator
- B) to evaluate the calculator
- C) to describe the calculator
- D) to amuse you
- E) I don't know

95. The report says the product was being "hawked". Use of this word suggests that the writer of the report thinks that the CHEQUE MATE is

- A) a pretty fair machine.
- B) worth the money.
- C) an inferior product being passed off as a quality item.
- D) not worth considering.
- E) I don't know

96. Which of the following is a criticism of the CHEQUE MATE as presented in the report?

- A) The batteries don't last as long as the advertisement claims they do.
- B) The 'permanent' memory is not really permanent.
- C) The machine is not very portable.
- D) The keyboard markings are incorrectly placed.
- E) I don't know



END OF TEST

PLEASE CHECK YOUR WORK



ACKNOWLEDGEMENTS

The following items are used with permission.

"Cultivation of the Sea and its Present Exploitation"

is from:

The Hungry Planet

Georg Borgshom

Collier-MacMillan Canada Ltd. 1965

"David Comes Home" is from:

Canadian Anthology. Edited by Carl Klinck and
R. Watts

Gage Educational Publishing Limited, Toronto, 1974.

"Consumer Report" is from:

Consumer Reports, Vol. 40, No. 9, September, 1975.